

THE SOUTHERN SPEECH JOURNAL

SEPTEMBER, 1951

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THE SOUTHERN SPEECH JOURNAL

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PRESIDENT'S MESSAGE

A twenty-first birthday is the occasion for celebration. It marks the successful arrival at the age of maturity, full vigor, and responsibility. The Southern Speech Association is now twenty-one years old. It has survived the hazards of depression, of inflation, of war, and of troubled peace to reach its majority.

Several indications there are which mark with promise this twenty-first birthday of our Association. The bounding growth in the number of sustaining memberships cannot escape notice. The number listed in the May JOURNAL is one hundred and thirty. Five years ago, May 1946, that number was nineteen. This marks an increase in five years of approximately six hundred per cent. The significance of these figures, it seems to me, lies in their indication of a deepening feeling of interest and personal responsibility on the part of our membership.

This same feeling was evidenced at the convention in Gainesville by the enthusiasm of those present and their concern to bring into the Association others from their own particular fields. Suggestions were offered for our coming convention program and for enlarging the activities of the Association, particularly in reference to the elementary and high-school levels. There is hope that many of these suggestions can be fulfilled.

Two important steps were taken to expand the Association's activities. Affiliation was granted to the Southern Region of the American Forensics Association with provision for a forensics workshop as a part of the convention program. This now gives us three workshops: forensics, theatre, and speech correction and hearing. These workshops are to be held on Saturday of the convention week, with special thought given to their value to the high school and elementary teachers.

Another important step taken was to establish a Committee on Standards and Evaluation to study the evaluation and guidance programs of the public schools as they relate to speech.

Indeed, there is much promise that the grown-up Southern Speech Association can look forward to busy rewarding years of service and fulfillment.

BETTY MAE COLLINS, President

Memphis Technical High School

EFFECTIVE SPEECH IN A DEMOCRACY

WILLIAM G. CARLETON*

I

Clear and effective speech in our American democracy is more necessary today than at any time in our history. A larger number of people participate in community and government decisions than ever before. Mass democracy, numerical democracy, the phenomenon so dreaded and so hoped for by people in the eighteenth and early nineteenth centuries, is here all about us. Wider and wider popular participation in government requires that the issues of the time be carried to all types and conditions of men, men who every day are contributing to the making of community and government decisions.

Moreover, not only do a larger and larger number of people participate in our elections and decisions, but the problems which must be considered and upon which judgment must be passed are more intricate and complex than they once were. And they are growing in intricacy and complexity all the time. In addition, American leaders increasingly must speak to win not only the attention and the understanding of American citizens but also of citizens in lands beyond the seas. All of this makes it imperative that in our oral and written speech on public affairs we strive more and more to practice rigorous integrity, intellectual clarity, and a lucid style.

Modern technology has made the mechanical tasks of today's speaker much simpler. The loudspeaker makes it much easier for the orator; it saves tremendous energy; it allows an effectiveness almost impossible for the unfortunate orator appearing before large audiences in pre-microphone days. For one Webster or one Bryan who could be heard by a large audience, there were a hundred speakers who could not be heard beyond the first rows. Indeed, quite frequently in the old days a speaker rose to prominence not because of his gifts of mind and expression but solely because nature had endowed him with leather lungs and a stentorian sound box. The radio and television have also added immeasurably to the opportunities of the contemporary speaker. Today the speaker can extend his

*Professor of Political Science, University of Florida. Presented at the annual convention of the Southern Speech Association (1951), Gainesville, Florida.

mind and his personality into every nook and cranny of the world. A speaker in New York can come about as close to his physically remote audience sitting in San Francisco as an orator in the Ecclesia in Athens or a protest speaker in a New England town meeting ever came to his small and immediate audience. Today a speaker can literally bestride the world like a Colossus, and he can become as big an influence in the world as he has the mind and personality (and the social forces and pressure groups) to become.

However, in spite of the imperative need for effective speech today and in spite of the multiplying of mechanical aids, in my opinion there has been a decline in able public speech, a decline in the number of first class speakers and orators. True, more people participate in public speaking, more people are doers — and this is all to the good — but there has been a deterioration in the intellectual content, in the literary style, and in the method of delivering speeches, even among those who by reputation stand in the first rank of contemporary oratory and speech. There are, of course, notable exceptions to this general indictment. But the general indictment, I think, should stand, even when all due allowances are made for the tendency of contemporary man, in any stage of history, to look back on the past with rose-tinted glasses, to romanticize it, to glamorize it, to dream of it as the golden age of oratory or literature or liberty or virtue or happiness or wisdom.

II

There has been a decline in the art of delivering a speech. There is the failure to convey a feeling of deep earnestness. (There is seriousness, yes, a simulated and stereotyped seriousness, the seriousness of dullness, of banality.) There is a lack of animation, of passion, of fire; a lack of rhythm and of music. The speaker today rarely communicates to his hearers the electric tension of a nervous system and a brain working at high gear — under control, of course, and always held in leash by reasonable and intellectual restraints — a nervous system and a brain working under immediate pressure, under the stimulation of having to think rapidly and out loud, and responding with flexibility, spontaneity, imagination, verve, vividness, and punch.

The truth is that too many speakers today are afraid to concede

anything to the immediate occasion and to the moment. They perhaps come too well prepared. I do not mean, of course, the preparation of a well stored mind, which is the preparation of a lifetime. Nor do I mean the preparation which thinks out ahead of time the reasoned organization of a speech, an analysis of the propositions and the alternatives, how one topic will flow logically from the preceding one, and even many of the striking and quotable phrases. There can never be too much of this kind of preparation. But I do mean that speakers nowadays often come too well prepared in meticulous detail; they leave nothing to chance, to the occasion; they ignore the possibilities of cutting here and expanding there while in action; they do not yield sufficiently to the delights of spontaneous asides and anecdotes, of vivid illustrations thought of on the spur of the moment. Too many speakers use too many notes; the notes are too copious; and worse still, more and more speakers read their speeches. Even when notes or even manuscripts are in order, often the speaker does not know when to interpolate new material, when to depart from the too well prepared sheaf of papers he holds in his hand.

Much of this slavish dependence on notes and manuscripts is due to the radio. However, even when the speaker cannot be seen, his tell-tale manner lets the hearers know that the speech is being read and not delivered. A few speakers can read a speech *almost* as well as they deliver one — F. D. Roosevelt and Winston Churchill, for instance — but few are in the Roosevelt and Churchill class.

Most speakers — indeed, all speakers — need a little uncertainty to be at their best. There must be excitement, even actual stage fright, for a speaker to be stimulated to the point of brilliantly effective speech. Every great speech in history has been made under the impetus of stage fright. If the speaker or the actor does not experience stage fright — that last minute electrical charge of anxiety and challenge — there is something wrong. Speakers and actors know this. The story is told that Sir Robert Peel, for many years a leader in the British House of Commons, on important occasions was in the habit of letting a fellow member of the Commons take his pulse just before Peel was to rise in Commons to speak. Peel's racing pulse indicated that Peel was in good shape for a supreme forensic effort.

Even the most experienced speaker knows — indeed the more experienced he is the more deeply he is likely to know it — that there is always the possibility of failure in time of crisis. Who can forget

the three or four awful minutes when Edmund Burke, with a long lifetime of superlative oratory behind him, faltered and failed when he faced a critical Scotch audience at the time of his inauguration as rector of the University of Glasgow? Yes, failure can come to the best and the greatest of them, and it is this possibility of failure which acts as a whiplash to the orator and the actor on critical occasions and produces the finest speaking and the finest acting in history. Present-day speakers rob themselves of this stimulus when they come to the loudspeaker too well prepared in details.

III

There has been a deterioration in the literary style of speeches. Politicians, lawyers, and ministers, the ranks from which most of our speakers are drawn, live in a busy and hurried age; they have less and less time for reading, reflection, and the maturing of their own literary styles; they do not read the masters and the classics as they once did. They are readers of newspapers and periodicals in an age when newspapers and periodicals are less literary and more journalistic. Practitioners of the art of public speaking today are apt to piece together a speech from newspaper clippings and current editorials. Or worse still, the busy public man, engrossed with a thousand and one duties and increasingly dependent upon experts in technical fields for the intellectual materials covering his job, calls upon numerous ghost writers to prepare his speeches. Paragraphs from many sources are then assembled and fitted together into a speech.

What is the result of all this? The result is the loss of honesty in style, even the disappearance of style altogether. The result is that too often our contemporary speeches are pallid, synthetic hodgepodes that might well be produced by public relations firms or advertising agencies, hodgepodes devoid of unity, philosophy, perspective, integrity, personality, or craftsmanship. This results in productions without figures of speech and vivid illustrations, without cryptic phrases and terse aphorisms, without lights and shades, wit and humor, roll and rhythm. Even when speeches are not ghost-written, the ghost-written ones, representing as they do the speeches of our very highest politicians, are coming to set the pattern, and so

today speeches that are not ghost-written are coming to sound ghost-written, synthetic, stereotyped.

There are exceptions, of course. A century which has produced a Jean Jaurès, an Aristide Briand, a Woodrow Wilson, and a Winston Churchill is not wholly devoid of oratory of the highest order. But the oratory of our run-of-the-mill politicians is not what it once was. One has but to read the Parliamentary Debates, the Congressional Globe, and the Congressional Record of the nineteenth century to be struck by the stylistic decline of much of the oratory and public speaking of the twentieth century.

Now I realize, of course, that tastes in style differ not only from individual to individual but from age to age. Much of the oratory and public speech of the nineteenth century would today sound pompous, florid, ornate. Even the sonorous, rolling, Romanesque style of Daniel Webster, so much admired in Webster's own day, often sounds to us today forced and artificial, and Stephen Vincent Benet, in his great American epic on John Brown, reveals how deeply a sensitive poet of our century can be offended by the Olympian periods of Webster. Even Webster was irritated by his many second-rate imitators, and he has recorded his own disgust at having to slay (that is, blue pencil) scores of Roman consuls and pro-consuls in editing the Latinesque inaugural address of President William Henry Harrison. And by the time the 1880's had been reached, much of American oratory had become so sickeningly sentimental as positively to revolt twentieth century taste. For 1880's sentimental oratory at its worst, take a look at James G. Blaine's funeral oration at the bier of James A. Garfield. We of the twentieth century have different tastes, and we demand styles that are more simple and direct. Side by side with the rococo public speech of the nineteenth century, however, there was also a style characterized by plain, clear, lucid, Anglo-Saxon address; many public men of that century used it and used it well; no one in the twentieth century — certainly not Woodrow Wilson or Franklin Roosevelt — can rival John C. Calhoun and Abraham Lincoln in the classic use of a simple, vigorous, and chaste style.

IV

Most important of all, in our time there has been serious deterioration in the content of public addresses, but content cannot be

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separated from style, for style and content go hand in hand and it is difficult to distinguish cause and effect.

American speeches today, even those by leading statesmen, for the most part have ceased seriously to examine fundamental policy, to discuss first principles, to isolate and analyze all the possibilities and alternative courses with respect to a given basic policy. For the most part American speeches today assume a given policy; they proclaim it rather than debate it; they enumerate the "points of a program" necessary to implement the assumed policy and to reach the assumed goal; they confirm the faith of their followers in the assumed policy and goal; they rally enthusiasm; they exhort to action. The result is that speeches today are rarely intellectually comprehensive or cogently analytical. The result of this tendency toward mere enumeration and exhortation is to render formal public address superficial and arid; speeches sound like advertising copy in which one takes pains not to mention competing products (that is competing ideas, competing alternatives of policy) for fear that the public might become acquainted with competing products (that is, competing ideas, competing alternatives of policy). One simply ignores competing ideas and alternative policies — or dismisses them with an epithet — and repeats the virtues of his own idea or his own policy. But things in this world are relative, and a given candidate, idea, or policy makes intellectual sense only in relation to other candidates, ideas, and policies. The failure in a single speech to examine, analyze, discuss, and debate alternative points of view with respect to a given policy robs that speech of deep intellectual content and conviction, and is not even fair to the point of view held by the speaker. Intellectually, the speaker is selling short his own point of view when he fails to examine it fairly in relation to other points of view.

The development of mass democracy and the growing complexity of public problems seem to have combined to give American politicians and other public speakers the idea that issues must be flagrantly over-simplified to reach the intelligence of the average citizen. This is a mistaken attitude and in many cases a cynical and snobbish one. Where speakers fail, they usually fail because they underrate the intelligence and maturity of audiences, because they "speak down" to audiences. Every great speech in history has aimed high; every great speech in history has assumed a generous degree of virtue, intelligence, and maturity in those to whom it was addressed.

Let me illustrate what I mean when I say that I believe that today's speeches should be intellectually more comprehensive and analytical. For five months now, since the November elections of 1950, we have been witnessing "the great debate" on foreign policy. We have *claimed* that we have been debating the fundamental alternatives of American foreign policy. But how many speakers in this "great debate" actually examined all the points of view, all the possibilities, all the alternatives, in American foreign policy? Very few. Almost every speaker *assumed* the course he favored, and proceeded to confirm that point of view in terms of itself, to set up a "point program," to achieve it, and to exhort to action.

What are the various possibilities in American foreign policy? There is the globalism of world federalism, at present hardly a practical alternative. There is the globalism of the United Nations, where the United States, although taking the lead, makes no important moves without carrying the support of the majority of the United Nations. There is the globalism of American imperialism in which the United States takes the lead in Europe and Asia against Communism and carries out its policies even though it does not have the backing of a majority of the nations or even of a majority of the important nations in the United Nations. There is the partial globalism of a federal state of the democracies or a federal state of the Atlantic community. There is the return to American isolation in which the United States would withdraw from the leadership of the anti-Communist forces in both Europe and Asia. There is a partial American isolation in which the United States would withdraw from leadership in Asia but not Europe or from leadership in Europe but not Asia. There is the possibility of America's taking the lead to build up the social-democratic and democratic socialist forces in Europe and Asia to check the Communists. There is the possibility of breaking the current and dangerous polarization of power between the United States and the Soviet Union and returning to the old multiple balance-of-power system. Now it is quite possible that any given speaker will favor a combination of several of these possibilities, but by no stretch of the imagination could he favor all of them, for some of them are contradictory. To me, the intellectually convincing speech on American foreign policy would have to analyze and defend the course favored by the speaker, but it would also have to analyze fairly and combat the alternative courses the speaker opposed.

Will you permit me to illustrate my point by demonstrating for a moment how I would construct a speech on current American foreign policy? It so happens that I favor the following foreign policy: In the countries of Asia and Europe where the non-Communists are in control, I would, where conditions indicated, put the United States squarely behind a policy of social democracy or even democratic socialism as a way of combating Communism; and in the countries where the Communists are in control, I would play upon the nationalistic tendencies everywhere evident in Communist governments and Communist parties, to attempt to divide Communist countries from each other on national grounds and thereby contribute to the restoration of a multiple balance-of-power system, a system which would prevent the Communists from acting together in a Communist front and threatening to upset the balance of power. For if we can remove the Communist threat to the balance of power we can remove the real cause of another great war.

In order to present effectively my point of view on the importance of playing wise social politics, it seems to me that I would have to show how and why conditions in Europe and Asia are converging to produce collectivist movements there and why laissez-faire capitalism there is not feasible; also I would have to show the difference between totalitarian socialism and democratic socialism and examine the reasons why I believe America's backing of social-democracy and even democratic socialism in Europe and Asia would check Communism and serve America's national interests. In order for me to present effectively my belief that nationalism within Communist countries and parties could be used to divide Communism and restore a multiple balance-of-power system, I would have to examine in some detail the degree to which Communist revolutions and movements are in fact nationalistic in aim, method, and development, and actually point out the specific grounds of possible national conflict between specific Communist countries. (In the main, Communism has spread not by international revolution but by a series of national revolutions; industrial revolutions are being built inside Communist countries on national patterns; potential national conflicts exist between Communist countries, as for example a possible future conflict between China and Russia over Manchuria.)

However, even when I had done all this my intellectual task would not be completed. I would have to point out why other courses in

foreign policy would not serve America's national interests as well as the policy I favored. This would involve my examining the reasons why political isolation would not work today; why a policy of mere military containment of Communism through the United Nations would not be enough and would not work permanently; why even if it worked, it would be the hard way to do something that could be done with less possibility of war and fewer long-time sacrifices; why a policy of mere military containment of Communism by the United States alone — a policy of American imperialism — would be even less workable and less desirable than a policy of military containment through the United Nations. In short, in order to carry intellectual conviction on so large and controversial a question, it seems to me I would have to construct a speech that analyzed critically all courses — those I oppose as well as those I favor.

In domestic affairs, too, the great issues of our time have never been adequately debated in public address. There is no great oration or debate to which one can point and say, "There is the preeminently able presentation of the case for the welfare state, with all alternative solutions weighed and examined." Neither can one point to any such oration or debate in opposition to the welfare state.

In the past the great issues of the day frequently have been debated in able and definitive fashion. Take for example Burke's pleas for British reconciliation with the American colonies; or Fox's appeal in 1800 for a cessation of the war with Revolutionary France; or the debate on the Reform Bill of 1832; or the arguments of Bright and Cobden for the repeal of the Corn Laws; or Gladstone's arguments for free trade or for Irish Home Rule. In American history, take for example the great debate over the adoption and ratification of the Constitution; or Calhoun's speech on the Independent Treasury; or Lincoln's cool and logical discussion of slavery from 1858 through the Second Inaugural of 1865; or even the debate of 1919-1920 over the League of Nations. Read these and then ask yourselves whether the great issues of our time are being debated with equal vigor, insight, comprehensiveness, and analytical power. I think you will be forced to agree that the issues of today are not being debated with equal ability.

The truth is we are in somewhat of a crisis in the practice of human communication, both written and oral. Technical and specialized subjects of all kinds are effectively communicated to technicians and

specialists in the technical, scholarly, and professional journals. But where can the average citizen go to get an intelligent approach to a question, an approach intellectually competent and related in a comprehensive way to the average citizen's needs and experience? If our speeches have become more platitudinous and aridly categorical, our printed matter in editorials and articles has also suffered.

Current periodical literature in America suffers on many counts. Our magazines of large mass circulation, those upon which the average man relies, increasingly have shied away from serious articles and given more and more space to "human interest" material. The digest magazines, for instance, with their huge circulations, boast of reproducing articles of permanent and lasting interest, but most of their articles deal with peripheral, marginal, and miscellaneous topics, and only about one article in twenty deals seriously with an important political, economic, or social question. Even when serious and important questions are dealt with, they have tended to become more superficial, more platitudinous, more pat, and more "humanized." Today a "profile" or character sketch of some public figure is often published as a substitute for a more solid approach to a political campaign or a political question. Publicity is more and more centralized; the costs of production reach staggering sums; an eye must be kept constantly on circulation and advertising figures. Magazines are more and more inbred and staff-written; articles of intrinsic intellectual merit and sound originality are passed over because they do not fit the "editorial needs" or conform to the personal views of the editors. (Perhaps I should say here that personally I have no grievance with editors; they have been generous with me; but as a citizen I resent the increasingly slick and stereotyped material I am forced to read. A few days ago I chanced to see a British periodical of last summer which contained an article by Bertrand Russell. The editor explained that while he personally differed from Russell's conclusions, he was publishing the article for its intrinsic intellectual content; that the article was a vivid illustration of how a first class mind operated on important subject matter in a comprehensive way vital for the average reader. There is too little of this sort of thing, particularly in the United States.)

The chief enemy of clear thinking and communication is the development of a stereotyped public opinion. Our agencies of news and information are highly centralized. Our economic and social life has

become closely interwoven and interdependent. A mass impression is made rapidly and stereotyped for short periods, and then the first mass impression is followed by a second. Intellectually, we have become the victims of the stereotype of the week or the stereotype of the month or the stereotype of the year. Publishers are fearful of going against mass opinion because circulation and advertising are involved, and circulation and advertising are more and more important as production costs go up. Editors are afraid to go contrary to the stereotypes, and as a result they demand intellectual conformity and discourage intellectual individuality. Thus stereotyped thinking produces the periodicals, and the periodicals reinforce stereotyped thinking. It is a vicious cycle.

We have come to think too exclusively of political and governmental centralization as the producer of conformity and the enemy of freedom. But our problem is much broader than this. Conformity is the result of political centralization, but it is also the result of economic centralization and social centralization and publishing centralization and literary centralization and artistic centralization and intellectual centralization. And all of these flow from the machine and modern technology and the growing interdependence of industrial and metropolitan civilization. (However, this should not be considered an indictment of the machine or of industrial or metropolitan civilization; the machine releases human energies as well as curbs them; and there are many forms of administrative and managerial and group-life decentralization possible and yet to be explored — forms of decentralization that are consistent with a machine and an industrial civilization — but that is not my topic today; that is another story and I have dealt with it on other occasions.)

We practitioners of public speech can do much to break the trend toward stereotyped thinking. It is easier for us to be original and to depart from the current mode of thinking than it is for publications of mass circulation. We do not have a huge capital investment to consider or a large payroll to meet; we need not keep our eyes on the cash register. The public will listen to our views, all the more so if our views are original and fresh, if we come with something to say and say it well; if we avoid the methods of the smart aleck and the exhibitionist; if we speak out of knowledge, understanding, and conviction; if we present our own and conflicting points of view with fairness and insight.

Let us do our part to prevent the world of complete conformity, the nightmare world of George Orwell, from coming to pass. Let us be broad, comprehensive, and pluralistic in our intellectual approach; let us avoid the dogmatic, the doctrinaire, and the absolute; let us keep alive in our speeches a large measure of respect for diversity, individuality, and originality — even when we ourselves happen to be on the popular and winning side of the day — for it is from these sources that flow the springs of human freedom. And let us all take a turn now and then at using freedom, at differing from the majority and from the stereotype of the time, for freedom withers and dies when it is not used.

SPEECH AND EDUCATION IN A DEMOCRACY

CLAUDE E. KANTNER*

I have the temerity to propose to talk to you about the role of education in general and speech training in particular in preparing young people to live in the world of today and tomorrow and to face the problems of our time. I approach this subject with fear and trembling. I am aware that better minds than mine have struggled with these problems and not found all of the answers. I know, too, how easy it is to get lost in a morass of words. Wisely or not, I have chosen to struggle, even though feebly, with what seems to me to be some of the vital problems of speech education in our contemporary society.

Let us begin by plunging immediately into the deepest waters. I warn you that we may never come up; we may go down for the third time — but the experience should be refreshing and mildly stimulating.

What are the goals of education?

What are the characteristics of an educated man?

What are the functions of speech and speech training in education within a democratic society?

In passing, we may well remind ourselves again that the word *educate* means literally “to lead out” — not “to pour in” as many people seem mistakenly to suppose. We teachers of speech have, I believe, a special opportunity to stress the “leading out” principle in education; yet I am sure that all of us still do far too much “pouring in.”

To put it another way, an educated man is not a stuffed sausage who has been through a four year grind and comes out filled from end to end with knowledge, neatly packaged and ready for the waiting job market. The paraphernalia — or perhaps we should say, the impedimenta — of education, instructors, textbooks, libraries, courses and requirements, all tend to foster the receipt concept. A curriculum is set up. Much care and great pains are taken to arrive at exactly the right formula for the proper mental nourishment of the student.

*Director, School of Dramatic Art and Speech, Ohio University. Presented at the annual convention of the Southern Speech Association (1951), Gainesville, Florida.

Nothing essential is to be left out; the right proportions of this and that must be included, together with a certain amount of time for "free grazing."

This mixture is then fed to the student in small doses at such odd hours as 11:00 Monday, Wednesday, Friday and 8:00 Tuesday, Thursday, Saturday, sometimes under the blessed anesthesia of sleep and sometimes with strong men holding him down and prying his academic jaws open to make certain that various "prescriptions" are faithfully taken. From time to time samples are taken and tested — partly to see how much has been swallowed and partly to find out how much has been digested.

In due course the calendar is consulted, courses are checked off, grade point averages and credit hours computed, and, if all goes well with the calculations, something is said about rights and privileges pertaining thereto, the band plays, and the student walks out of the university into the waiting arms of an expectant world.

Now I really have no particular quarrel with all of this except for one thing. Practically all of us know that these things are not *all-important* in the education of a human being, yet we spend so much of our time *acting as if they were*.

My interest at the moment, however, is in what comes out of this process. Are those who receive diplomas educated in the fullest sense of the word? I believe that we would all answer, "Not necessarily."

If the process works well, as it very often does — and often does not — we can be reasonably certain that the student will leave the university a well informed man. The danger is, as George Bernard Shaw expresses it, that such a well informed person will know the x y z of everything and the a b c of nothing. Now we could, if we wished, agree that an individual who acquired a certain specific fund of information is, by definition, an educated man. This I cannot concede. A considerable fund of information is, I think, one of the indispensable earmarks of an educated man. Whether or not any particular piece of information or era of knowledge is indispensable is a more open question which I shall not pursue here.

My own conclusions at this point are as follows:

1. Our educated man must possess a considerable body of knowledge, but this alone is not enough.
2. Consequently, the acquiring of knowledge is not a suitable ultimate goal for a student, nor is the imparting of knowl-

edge the ultimate goal of a college or university.

I must admit that I cannot define, even to my own satisfaction, the characteristics of an educated man, and I have no illusions that I can formulate a statement that will please all of you. Yet I think it is important that we make the attempt. Let me begin by quoting what seems to be the thesis of Sir Richard Livingstone in his little book called *Some Tasks for Education*.

The prior task of education is to inspire, and to give a sense of values and the power of distinguishing what is first-rate from what is not . . . the ultimate aim and essence of education is the training of *character*.

Livingstone goes on to say that training in character is essentially training in *adequate social behavior*, together with the inculcation of a desire for, and an appreciation of, excellence and greatness or what he calls "the first-rate." Adequate social behavior means to him a mastery of the art of living with others — in the family, in the community, in the nation, and as a member of the human race.

Good citizenship is not enough. Our educated man must also be trained to recognize and seek after excellence — excellence in human character and conduct, excellence in the pursuit of his chosen vocation, excellence in community and national life, and excellence in the cultural aspects of civilization such as art, music, literature, and drama. Admittedly, this is a large order for institutions of higher learning.

In the absence of a more precise definition, may we say that education is concerned not only with the acquiring of knowledge but also with the attainment of a sense of values, of standards of taste and character, of suitable attitudes and adjustment patterns, of the ability to weigh evidence and reserve judgment, of habit patterns of intellectual curiosity, study and reflection, objectivity of thinking, patience, perseverance, self-mastery and, permeating and leavening all of these, the ability to communicate intelligently and effectively.

I do not wish to belittle the importance of knowledge. I do wish to point out that it is not in itself a proper terminal goal for education. It is, rather, a means to an end — an instrument whereby men learn those adjustment patterns and habits of thinking and living that lead to a more satisfactory integration of the individual with his fellow humans and the world in which he lives.

It is time, however, to ask ourselves, "What has all this to do with speech?" As I see it, these ideas are related to our work in at least four ways.

First: It seems to follow that while we may be deeply interested in teaching our students *about* speech or in helping them to *attain* skill in "correct" speech or "beautiful" speech or "effective" speech, these things are not our primary goals. Important as it undoubtedly is, "good" speech in itself is not a proper focal point for our profession. Like knowledge, skill in speech should play the role of servant, not of master. It is of genuine value only when it serves to promote a better way of life. We must, I think, have some ultimate goal or we stand in grave danger of becoming "as sounding brass or a tinkling cymbal." Skill in speech as such possesses no virtue, as we have ample occasion to observe in the daily conduct of public and private affairs. In fact it may be, and often is, a *public menace unless it is bridled by reason and guided by character*.

Second: Whatever list of characteristics we may finally draw up for our educated man, we will surely find that almost all of them are constantly manifesting themselves in the way in which he handles himself and his native language both in speaking and in writing. This means that teachers of speech are, by the very nature of their work, thrown directly into the midst of some of the most vital problems of education. Teachers of other subjects may see only facets of the individual, but our students are constantly on parade before us, exhibiting in large measure the current results of the educational process. This affords us a unique opportunity to see accomplishments and deficiencies and gives us a special concern with the over-all problems of education. It may also impose upon us some special responsibilities.

Third: Many of the important aspects of an educated man are, in essence, aspects of the basic ability to communicate. The oral aspects of communication are, of course, our immediate and direct responsibility — though not necessarily ours alone.

Fourth: In order to make this fourth point clear, I shall have to explain a two-way relationship that seems to exist between the ability to communicate and other aspects of education. The first phase of this relationship is that *the ability of an individual to express himself is constantly limited in terms of everything that he has done and learned* — in short, what he *is*. We are sometimes asked, quite justifiably, why we do not do a better job of teaching students to speak.

After making due allowance for negligence or inefficiency, the answer is that our work with a student is always limited by the total results of the educational process to date. *Total communicative effectiveness is deeply imbedded in the whole educational process.* Our success is inextricably bound up with the success of this whole process. This is another way of saying that speech does not exist in a vacuum and cannot be taught in a vacuum.

The opposite phase of this double-edged relationship is that *the ability of the individual to make a functional use of what he has learned is constantly being limited by his ability to express himself.* This is where we come in. Our job is to teach these students how to tap and organize and present orally these latent resources — to free him, as it were, from the fetters of inarticulateness. This job, we should be able to do better than anyone else since it is the essential core of our profession.

I propose now to approach some of these problems in speech and education from a different point of view. To get at the point that I want to make, let me tell a story. You have doubtless heard it before. It concerns a colored maid who worked hard to support herself and her handsome, but hopelessly lazy husband. When her mistress asked her one day why she did this, her reply was: "Yas'm, Ah works hard to earn de livin' and dat black scamp is jus' plain no-count, but Lawdy, Ma'am, *he makes de livin' worthwhile.*"

There we have it, I think. The two focal questions behind most of our problems in education and in life: how to "*make de livin'*" and how to "*make de livin' worthwhile.*" I shall not discuss the role of speech in earning a living, however, although the subject is undoubtedly important. The economic importance of good speech has been heavily stressed in the past, and I want to spend my time on the second problem which I consider even more vital.

It is difficult to get young people to see that the really vital problem facing us as human beings and the ultimate goal of an education is not to find out how to make a living but how to make the living worthwhile, separately as individuals and jointly as human beings. Most of us not-so-young people know this, although we may at times act as if we did not believe it.

Could we not agree that an individual who has acquired a considerable body of knowledge and who has, in some measure, learned the secret of worthwhile living is, in essence, an educated man? The

omission of the ability to earn a living is deliberate, although I readily admit that this is a handy thing to have around.

No doubt you are waiting anxiously for me to give you the formula for worthwhile living. If so, I am sorry. If I knew, I should certainly share the secret. The best I can do is to mention a few things that might be helpful.

I think that some people have found an answer, or at least come very close to it, and that we can learn a great deal from them. I am sure that many have not found it, are far from finding it, are groping desperately, and that this group includes many who are highly informed, highly skilled and highly able to earn a living. We can profit by studying their frustrations. I think that I know, in general, where to look for the answers and, consequently, some of things that an institution of higher learning should strive to do:

1. I believe that if living is to be worthwhile, an individual must come to some sort of terms with himself, must learn to live at peace with himself, must develop some sources of inner strength.
2. I believe he must also find some acceptable basis for living with other people in a culture which is essentially gregarious. This means that he must develop standards and acquire skills that will enable him to live happily and function efficiently with other human beings.
3. I believe that such an individual must also reconcile himself to, and find some place for himself in, a spaceless, timeless universe whose sheer lack of knowable limits staggers human comprehension and imagination.

We have learned that speech plays a part in the first of these, the individual's adjustment to himself. Certainly, it plays a central role in the second and speech training, properly conceived and carried out, should make a direct and vital contribution to human relations.

It would seem that if living is to be made worthwhile, or perhaps even tenable, human beings *must* find some way of *getting along with each other*. But you may say, "Wait a minute. Isn't living already worthwhile?" In one sense, certainly. It is a very pleasant custom that I hope to follow for a long time. However, we cannot avoid wondering sometimes just how long it will continue to remain pleasant and we may feel with Wilder that we are still just hanging on "by the skin of our teeth." After all of these centuries of education, the

veneer of civilization seems pitifully thin.

President Eisenhower, speaking of Columbia University, was reported last year to have said rather vehemently, "The job of a university is to turn out good citizens. Any man or woman who enters this university must leave it a better citizen or we have failed in our main purpose." Tempting as it is to talk about world citizenship and the international problems of living together, I am going to confine myself to a few comments on speech and speech training in our own particular system of government.

I believe strongly that all of us have a profound stake in this amorphous, intangible, yet somehow very real, way of life called democracy. As a teacher of speech, I have an additional selfish interest. I see little future for our profession under any type of dictatorial government and I have no desire to be reduced to giving private lessons to future Hitlers. Quite the contrary is true in a democracy *which is deeply rooted in the hope that the average man will be intelligently articulate.*

Many educators are genuinely concerned with the problem of how to prepare students for citizenship and active participation in a democratic society. As teachers of speech, we are in a position to contribute greatly to this effort. We can teach the future citizen how to organize and present his ideas effectively. We can teach him by precept and example, the principles of free and open discussion and debate and, likewise, the standards of accuracy, fairness, restraint and decency that must accompany such discussion. We can help him to develop ethical standards pertaining to the use and abuse of the power of speech. We can teach him to cherish and use his freedom of speech and to understand and accept the responsibilities and limitations of this freedom.

All of us are rightly concerned about current threats to our freedom of speech. Personally, I do not think that the immediate danger lies in a frontal attack on our political freedom to speak freely, although we should certainly guard vigorously against any attack on the fringes of this right. I do, however, see two other threats which seem to me the more dangerous because they are widespread and insidious.

The first of these is a growing tendency, both in government and out, to suppress and distort information and to launch overwhelming assaults on public opinion by concentrated and skillfully planned

barrages of one-sided propaganda designed to produce a carefully calculated effect.

I submit that freedom of speech loses much of its meaning if we are free to speak only about wild rumors, half-truths, and unadulterated falsehoods. If there was ever a need to teach ourselves and our students to look for facts and scrutinize sources, to weigh and consider, select and reject, and to separate wheat from chaff, reason from emotion, and truth from falsehood, it is now.

The second threat that I see is the wave of indiscriminate labeling and name-calling that seems to be sweeping our country. Whether vicious and deliberate, merely ignorant, naively innocent, or just plain careless, it is always dangerous. If it were confined to our national capitol, we might understand, if not condone, this tendency as "politics" — a cloak frequently used to cover a multitude of sins. It is not so confined.

It may be that this name-calling represents a wild striking out arising from our fears, suspicions, uncertainties, and lack of confidence. Whatever the source, it is an abridgement of the freedom of speech, no less real than a law on the statute books. It is both significant and depressing when men in public and private life must hesitate before speaking out vigorously on the issues of the day because of the real danger of exposing themselves to vicious or ignorant vilification. If we could teach one generation of students to recognize and reject such name-calling, we might effect a veritable revolution in both political and non-political speaking.

As teachers of speech, we are concerned about another aspect of freedom of speech. We know that a constitution can guarantee this freedom and law can protect it, but only native ability, plus training and/or experience can develop social skill in the use of speech. There are hundreds of thousands of people in all walks of life, including our high schools and colleges, whose speech is so stumblingly inarticulate as to make them ineffective in any verbal participation in public affairs. Although they may enjoy the blessings of living in a free society, their freedom of speech is seriously abridged. Surely, education in a democracy, for a democratic way of life, does well to concern itself with the problem of broadening through speech training the effective base of individual participation in public affairs.

It is now time to ask ourselves, "How well are we doing these things?" Without disparaging past efforts and accomplishments I

think that we must answer, "Not very well; certainly not well enough." It is not that we do not want to, but we get lost and our students get lost in the minutia of things. The daily pressure of the classroom make us forget our over-all objectives. Too much of our attention and energy has been given to other matters. It is true that some of our enthusiasms of the past may now seem somewhat trivial and some of our former emphasis slightly ludicrous, but, for the most part, we can feel that what we have done and are doing is important and must continue to form a large portion of our work.

It is our job to teach students to speak acceptably and to develop skill in all forms of speech. It is wishful thinking, however, to expect that we can concentrate our efforts on skill in speech and hope to muddle through in some fashion to the achievement of the broader and more vital goals of education that we have been discussing.

There seems to be ample evidence that knowledge about speech and a superficial skill in speaking have no *necessary* connection with good citizenship, character, the ability to get along with others, concern for the common welfare, and other such traits. Yet, such behavior patterns are learned and can be taught. If we really feel that they are important, we must give to them the same kind of conscious attention and careful teaching that we give to an explanation of the mechanism of the larynx or the correction of an accent. In the past we have relied too much upon hope and chance, and the results have been equally haphazard.

We need study and research to develop both general and specific methods to give direction to our efforts. Admittedly, we have far better techniques and more skill in teaching students how to deliver a speech, interpret a poem, or correct a lisp. Should we not as a profession make a vigorous and concentrated effort to discover and apply better methods for the achievement of some of these vital, over-all goals of education?

I know that I have at times sounded as if I felt that most of the burdens of education and the salvation of the world fell upon the shoulders of those of us who teach speech. I assure you that in my saner, non-speech making moments, I have no such feeling. At most, I would claim no more than certain special opportunities and responsibilities. Yet, I suppose that a teacher would scarcely be worth his salt who did not, somewhere in the secret recesses of his mind, nourish the belief that his subject, after all, was just about the best thing that could happen to a student.

THE NEED FOR EFFECTIVE SPEECH IN A TECHNOLOGICAL SOCIETY

W. E. BENNETT*

I can assure you that if I had my choice the last place on earth I would select to make a speech would be before a group of the nations' leading authorities on the subject.

As a rule most people are resentful of those who attempt to tell them how to run their business. I think it is a natural human instinct. However, we people in business spend a good portion of our time seeking advice from authorities such as your group. And on behalf of the Cities Service Refining Corporation and myself, I want to assure you that we are grateful for this opportunity of discussing with you one of the basic problems in running our business.

A few days ago I remarked to one of my associates that I planned to attend your convention. He said, "The Southern Speech Association? What in the world does the Southern Speech Association have to do with making gasoline?" That is a good question. What does the Southern Speech Association have to do with making gasoline?

The Southern Speech Association has more to do with the manufacture of gasoline than my friend suspects, and for that matter I am inclined to think it has more to do with the manufacture of gasoline than even some of you ladies and gentlemen may suspect. In my opinion, there are two relationships; one simply a matter of geography, the other for want of a better term I will call educational.

Let us first look at the geographical connection. The South is the seat of the nation's petroleum industry and the petroleum industry's fast growing young off-spring, the Petro-Chemical industry. It is reasonable to assume then that a good portion of your students will eventually find employment in some phase of these businesses.

Now, let's look at that other relationship.

We are all intensely proud of the progress that American industry has made. Phenomenal advances have been made in research, in technology, and in engineering. American industry continually amazes the world by the ingenuity and dispatch with which our tech-

*Coordinator of Training, Cities Service Refining Company, The Tutwiler Refinery, Lake Charles, La. Presented at the annual convention of the Southern Speech Association (1951), Gainesville, Florida.

nical problems are overcome as they arise. Yet, unfortunately, there is another and even more important aspect of America's business which has not received the same careful attention and study. An industrial enterprise of any consequence is composed of hundreds of specialists, each one interdependent upon the other. In its preoccupation with technical problems, business has sadly neglected the art of inspiring, co-ordinating, channeling, and directing the efforts of all these people. In short, the science of management has not kept pace with the physical sciences.

However, American industrial leaders have in the last few years become very much aware of the problem, so much so that it has become the custom of these men in making public speeches to say something like this:

1. Our physical engineering has been good; now we must make the same progress in our human engineering, or
2. In the final analysis the oil industry is the people in it, or
3. As William Allen Patterson, President of United Airlines puts it, "Good human relations is just good business."

These men are not just talking. Having recognized the problem, industry is diligently seeking its solution. An example of these efforts may be found in the extensive training programs that are currently being carried on within the country's industrial organizations. Some of these are rudimentary; some so elaborate as to be almost universities within themselves.

Look at what is being done in the Gulf Coast petroleum and petro-chemical industry in general and in our company in particular. In the Gulf Coast area the seventeen leading refineries and petro-chemical plants maintain training divisions. Included in these seventeen are such well-known companies as: Gulf Oil, Texas Company, Esso Standard, Sinclair, Shell and Shell Chemical, and, of course, our company.

What do these training programs consist of? What is being taught? We do some technical, some craft, and some operational training, but our primary objective is the training of supervision or management personnel in the skill of management; in the art of accomplishing work through the efforts of other people.

In management training we do not have many guide posts to go by. The field is relatively so new we still feel that to some extent we

are pioneering. Therefore, there is a real need to stay in close contact with each other; to see how our new experiments and ideas are developing. This we do through what is known as the Gulf Coast Committee on Training in Refining which is composed of representatives of the training divisions of the refineries I have mentioned. The committee meets every six months to compare notes, exchange information, and develop new approaches to our mutual training problems.

In our company we call management training our Management Development Program, and it is just what the name implies, a program to develop further and upgrade ourselves as managers and as leaders.

Our total supervisory group of 255 persons from General Superintendent on down to first line foremen meets in discussion groups of 12 to 15 men. With small groups such as this three weeks are required for our supervisory personnel. This is a continuing program which goes on twelve months of the year. We think of these group meetings as being a "management clinic" in which the discussion leaders, who are themselves line supervisors, and the conferees discuss objectively our mutual problems in managing the business.

I mentioned the fact that we sometimes feel that we are pioneering. One such project is a new program that we instituted in January of this year. We call it Basic Management Training. This is a thirty hour course in the basic fundamentals of supervision which we are giving to non-supervisory employees. I call this pioneering because, as yet, industry has been reluctant to thus train its general employee group by taking them into its confidence and telling them frankly and honestly its problems and objectives in conducting the business.

In our Management Development Program we have found that there are two aspects to the study of management. First, we must understand the principles of organization and administration. And since the thing we are organizing or administering is people this leads us to the second aspect, a vastly more complex subject, the science of human behavior. Therefore, in the group discussions the leader presents certain basic principles that apply to some phase of good organization or sound human relations and then the group discusses our specific problems as these principles apply to them.

I do not think there is anything new in the statement that the science of management consists simply of the application of the principles of good organization in accordance with established funda-

mentals of sound human relations, but I can say that we have made what to us has been a rather startling discovery. In our group discussion analysis of mutual problems we have found that whether any specific problem is in the field of organization or in human relations in 98% of the cases at the root of the problem has been a failure in communications. Someone has failed to understand what someone else meant.

While the whole broad field of management can be roughly divided into organization and human relations, the element that gives it life and fire and meaning and direction — the vital nervous system of the entire structure — is effective communications.

There are spoken communications and there are written communications. Our basic problem is with spoken communications. There is a good reason. If we are successfully to manage the efforts of people, we are compelled to employ the fundamental principles of organization in accordance with sound human relations; and the achievement of satisfactory human relations is predicated on a good understanding between individuals, on good man to man relations. I believe you will agree that good man to man relations and understanding cannot be achieved by written manifestos or memoranda. The effectiveness of an organization depends upon the degree to which individuals understand and willingly assent to orders and instructions communicated to them.

At first we felt that this failure — this inability — to express ourselves clearly and understandably — this total unawareness of the vital importance of mutual understanding — was perhaps peculiar to our old line supervisors who are in some cases long on experience and short on formal education.

We took a closer look at the graduate supervisors and then through the Basic Management Training program began examining those of our graduate employees whom we are grooming for future supervisory positions. This group was, if anything, less effective than the older men, and it is perhaps because the highly specialized nature of their work confronts them with a tougher job in making themselves understood. In fact, the trained specialist seems to be growing every year increasingly inarticulate. He is inclined to wrap his thoughts in a soggy cloak of scientific terminology. Too often in his verbal communications he exhibits a postive genius in lousing up the English language.

In our efforts to upgrade the organization to give it new life and stamina, we are continually adding college graduates. As more and more of these people are added, our basic problems and weaknesses should diminish; but this is not the case. Instead of our problems relating to the skill of management decreasing, they are actually increasing. Why? Because somewhere along the line someone has sadly neglected an important phase of the college man's education. He has been given a fine high-powered education, but he has not been provided with the tools that are so necessary for using that education to its maximum effectiveness.

It strikes me as being the same thing as if the schools and colleges were manufacturing plants turning out sleek, shiny, new jet planes but had neglected to train anyone to pilot them.

When the college graduate leaves school with the finest technical education available to go out into the business world, he is full of ambition — and this is as it should be — he intends to set the world on fire, but he hasn't been provided with all the equipment he needs to start even a minor blaze. We may be relying on the old adage, "If we build a better rat trap, the world will beat a pathway to our door." That old saying is sheer baloney. Better rat traps are being built every day and nobody is voluntarily beating a pathway to the builders' doors.

We at Cities Service are building a better "rat trap" — and I do not mean this as a commercial, it is merely by way of illustration — we are manufacturing the world's finest motor gasoline. Yet, each year we spend a considerable sum of money on advertising to get even a small portion of the world to beat a pathway to our door. The mere fact that I know our product is excellent will not inspire any one of you to buy a tank of our gasoline. I must apprise you of some of the reasons why I know this. I must tell you about our big, bright, sparkling new refinery at Lake Charles. I must tell you something of our elaborate research program; of the workmanship and know-how of our hundreds of skilled men and women; of the careful attention to each infinite detail of manufacture from crude oil to gasoline. I must convey to you some of our vast pride and enthusiasm in knowing that the end result of our combined efforts is a product that is second to none. You must know and feel these things just as I do before you will be inclined even to try our product. And that is basically the same problem facing the college graduate. A fine tech-

nical education is not enough. He will have to sell himself and his ideas. And if he is to sell himself, the educational institutions must provide him with the tools.

One semester or one term of superficial training in speech is not enough. He needs more than a superficial orientation. The entire field of speech, logical thinking, discussion, debate, conducting meetings must be incorporated into and made a vital part of the total education which he receives. His technical training cannot be of maximum effectiveness until he has been provided with a means of communicating it to other people. It reminds me of an electrical generating and distribution system consisting of power houses, generators, motors, stoves, fan, radios, each in itself a masterpiece of technical ingenuity. Yet, no one of them is of much value until they have all been tied together with transmission lines; until some method of communication and transmission has been established.

I suspect that each of you has been advocating just this — urging the other departments in your schools and colleges to require comprehensive training in the entire field of speech.

In industry we are frequently forced to improvise, to make the most of a small opportunity, and I wonder if you have been missing such a bet. I am told that in many cases the specialized students are required to take a semester of speech. It seems to me that here is your golden opportunity to do a selling job. Maybe you have a communications problem of your own. Those boys and girls are ambitious. They plan to become leaders, and they feel that the highroad to leadership lies in the technical courses, in the professions, in chemistry, physics, and engineering. Knowledge in these fields is undoubtedly the foundation upon which successful careers are erected, but coupled with that knowledge must be the ability to communicate — to share — that knowledge with other people, to make other people see through their eyes, to convince other people that their ideas and opinions are worth following. To get to the top they have to lead, but unless they are followed, they cannot lead.

There is a wealth of testimony from the men who have been and are leaders in the business world:

1. Charles M. Schwab, one-time President of United States Steel and one of the few men ever to be paid a salary of one million dollars per year, "I consider my ability to arouse enthusiasm among the men the greatest asset I possess."

2. Henry Ford, "When I find in a man the ability to deal with people I will pay more for that ability than for any other commodity under the sun."
3. B. S. Rountree, President, Rountree Company of York, England, "Leadership depends on depth of conviction and the power coming from within, but there must be the ability to share that conviction with others."

There is abundant evidence to prove conclusively that the product you have to offer him is essential to the college man's ultimate success. He cannot know these things until someone has brought them to his attention; until someone has convinced him of the need; and I know of no group of people anywhere more capable of doing that than you. And when you have convinced him, you will have done both the student and industry a real service.

One of the keys to our continued industrial progress is the development of more effective speech within our technological society. You hold that key. Ladies and Gentlemen of the Southern Speech Association, you have a lot to do with making gasoline.

NASALITY IN SOUTHERN SPEECH

T. EARLE JOHNSON*

This discussion of a very common phenomenon, nasality, utilizes the approach of a phonetician or voice scientist, rather than that of a speech pathologist. We shall, therefore, merely note the hypernasality produced by the cleft, insufficient, or paralyzed palate. The etiology, symptomology, and therapy of cleft palate speech are regarded as being outside the province of this paper.

We are chiefly concerned with nasality in the speech of the person with a normal speech apparatus. There appears to be considerable confusion among both speech teachers and textbook writers as to the nature of nasality; therefore, this paper is presented with the hope that it will clarify certain aspects of the problem.

Let us attempt to answer three questions: (1) What is nasality? (2) What causes or produces nasality? and (3) How prevalent is nasality in Southern Speech?

WHAT IS NASALITY?

A few years ago Beighley¹ made a thorough study of 44 books and articles in which the subject of nasality had been treated. Twenty of the 44 authorities were in substantial agreement as to definition and types, tending to follow the concepts of rhinolalia as given by West, Kennedy, and Carr.² The others were in marked disagreement and of them Beighley says:

... of the remaining 24 authorities, 7 give insufficient evidence for any sort of definition or classification and 17 do not include the same area in nasality. They either make no definite groupings or disagree among themselves on what sort of grouping should be made.³

*Head, Department of Speech, University of Alabama. Presented at the annual convention of the Southern Speech Association (1951), Gainesville, Florida.

¹K. C. Beighley, "What the Experts Say About Nasality," *Quarterly Journal of Speech*, XXIX (1943), 199-206.

²Robert West, Lou Kennedy, and Anna Carr, *The Rehabilitation of Speech* (New York, 1937).

³Beighley, 199.

The twenty who were in agreement regarded rhinolalia (or nasality) as an unpleasant voice quality characterized by too much or too little nasal resonance. Too much nasal resonance was caused by rhinolalia aperta, functional not organic, since it was produced in healthy nasal cavities. Too little resonance or improper resonance from physically unhealthy, malformed, or obstructed nasal cavities was rhinolalia clausa.

The clausa or blockage may be anterior by blocked or broken nostrils or inflamed mucous membranes, or posterior by adenoids in the nasopharynx. Anterior clausa produces a definite nasal quality although the English nasal continuant sounds are badly distorted, while posterior clausa produces denasalization or the absence of any nasal resonance.⁴

Beighley does not distinguish between these types of clausa. We cannot agree with him that the term *rhinolalia* is preferable to *nasality* for each has its useful place in the literature.

Nor can we agree entirely with Anderson who defines nasality as:

... a relative term denoting a departure from normal nasal resonance in the direction of either too much or too little. Hence it follows that there are two kinds of nasality, a positive nasality (too much nasal resonance on non-nasal sounds), also called nasalization, and a negative nasality (too little), sometimes referred to as denasalization.⁵

We would define nasality as excessive, unpleasant, or improper nasal resonance given to non-nasal sounds, chiefly vowels and diphthongs.⁶ Denasalization we prefer to use for the absence of nasal resonance. A good many years ago the writer took the position that nasalization was the product of nasal resonance without reference to its pleasantness or unpleasantness. If the method of production incorporated nasal resonance, the acoustic end result was nasalization. Nasalization which went beyond the bounds of good usage, becoming excessive or objectionable, was nasality.

⁴T. Earle Johnson, "The Correction of Disorders of Speech," *Southern Medical Journal*, XXXIX (Nov., 1941), 1144.

⁵Virgil Anderson, *Training the Speaking Voice* (New York, 1942), 121-122.

⁶T. Earle Johnson, *Introductory Phonetics* (University, Alabama, 1941), 11.

Nasal quality, as used by Weaver,⁷ Grim,⁸ and many other writers, involves the use of nasal resonance to denote an attitude, reveal an emotion, develop a characterization, or reveal an impersonation. Such authors usually distinguish between nasal quality, which they regard desirable, as use of nasal resonance; and the "nasal twang" or "nosey quality," nasality which they regard undesirable. But even Weaver concedes, "Bad nasal quality may be used in acting and impersonating when characterization demands it."⁹

WHAT CAUSES OR PRODUCES NASALITY?

The exact mechanism by which nasal resonance is produced is not very well understood. Authorities agree on certain basic criteria, but they disagree amazingly on many details.

Resonance itself is sympathetic vibration, and a resonator is a body capable of being set in sympathetic vibration. Such a body possesses mass and elasticity, and the values of these two properties determine in part the efficiency of the body as a resonator. The resonator does not add energy to the sound; rather it permits more rapid utilization of the energy already present. Thus a system consisting of a vibrator and resonator will produce a louder, but shorter, tone than will the vibrator alone from equal amounts of energy. Other factors affecting efficiency, according to Judson and Weaver¹⁰ include degree of tuning and closeness of coupling.

In the human resonators we are dealing with cavities, not solid structures, and cavities do not possess mass or elasticity. But the air within the cavity does possess both, hence it is the volume of air within the cavity which is the resonator. Judson and Weaver¹¹ further point out that the volume of the cavity, its length as a tube, the size of the opening or mouth, the length of the neck of the orifice, and the surface of the cavity walls are important factors in determining the properties of a given volume of air as a resonator.

The traditional viewpoint is that nasal resonance is produced by permitting the sound to escape through the nose. Let us assume

⁷A. T. Weaver, *Speech: Forms and Principles* (New York, 1942), 205-206.

⁸Harriet E. Grim, *Paractical Voice Training* (New York, 1948), 79-81.

⁹Weaver, 206.

¹⁰L. S. Judson and A. T. Weaver, *Voice Science* (New York, 1942), 90.

¹¹*Ibid.*

this to be true, an assumption many speech teachers would regard as sound. The velum, or soft palate, acting as a valve opens or closes the naso-pharyngeal port, depending on its position. The traditional theory customarily requires the naso-pharyngeal port to be open for the production of the three nasal continuants and closed for the production of all other sounds.

In the production of the nasal sounds, with the naso-pharyngeal port open and the oral passage blocked, the glottal sound enters an open-tube resonator extending from the glottal lips to the nostrils. Constrictions at the vestibule of the larynx and at the naso-pharyngeal port, as well as the changes in direction of the tube, doubtless cause this continuous tube to resonate as at least three closely coupled resonators: viz., the supraglottal cavity, the pharyngeal cavities, and the nasal cavities.

At right angle to the pharynx is the oral cavity, or mouth, which must serve as a closely-coupled, closed-tube resonator. Changes in length of this resonator produce the frequency changes necessary to differentiate among the nasal continuants. In other words, the difference between [m] and [n] are due to different resonance tones introduced into the tone complex by changing the position of the tongue.

This side-tube resonator has given rise to an interesting speculation that it is the important part of all nasal resonance. Twenty years ago G. Oscar Russell¹² used the term *cul-de-sac* to describe this type resonator and attributed nasal resonance to its presence. A few years later Robert West developed the idea further, pointing out that any side cavity or pouch along the vocal passageway could serve as a *cul-de-sac*, and produce nasal resonance.

This same quality may be detected in various other speech sounds, in fact, in some sounds which are made in such a manner as to exclude the possibility that resonance through or in the nasal chamber plays any part in the production of the 'nasal' quality. Indeed it is unfortunate that the term nasal has been applied to this quality of tone. The timbre, or overtone structure, usually given the name nasality is the result of resonance in a *cul-de-sac* resonator, a chamber opening off from the pas-

¹²G. Oscar Russell, *Speech and Voice* (New York, 1931), 18.

sageway through which a sound is resonated and delivered to the outer air.¹³

West further points out that the resonator used to produce French nasal vowels is very probably not the nasal chambers but more likely a *cul-de-sac* formed by a pocket between the base of the tongue and the epiglottis.

Anterior rhinolalia clausa will, with the posterior port open, produce a *cul-de-sac* resonance in the nares. In fact the nostrils need not be blocked, for the same acoustic effect will be produced if the nasopharyngeal port is larger than the combined opening of the nostrils, or if the entrance to the *cul-de-sac* is larger than the exit. Anderson limits his concepts of *cul-de-sac* resonance to this type and consequently identified it with "positive nasality" which he regards as an undesirable vocal quality: "Thus, *cul-de-sac* resonance is responsible for nasality, as the term is ordinarily used to indicate so-called 'nasal twang.'"¹⁴

Gray and Wise, while not using the term *cul-de-sac* appear to support the theory when they say:

Indeed, the slight differences among the principal English nasal sounds are caused by change in the length of the supplementing mouth cavity, and not by strictly nasal changes at all. Likewise in French and in other languages where there are nasal vowels, the change from one vowel to another is an oral or oropharyngeal change, not a nasal change. Apparently what is commonly called nasal resonance is actually resonance in the nasopharynx.¹⁵

Beighley finds wide disagreement among authorities as to the cause of rhinolalia aperta.

Although almost all authorities state that rhinolalia aperta is excessive nasal sound, there is very little agreement on the actual physical operations that produce it.¹⁶

¹³West, Kennedy, and Carr, 78.

¹⁴Anderson, 123-124.

¹⁵G. W. Gray and C. M. Wise, *The Bases of Speech*, Rev. Ed. (New York, 1946), 192.

¹⁶Beighley, 201.

He lists eight authorities who say the velum moves up or down to control nasal resonance, two who say it is arched or bent, four who say that the velum is only one part of the closure apparatus that controls nasal resonance, and one that its action is not clearly understood.

He finds equal disagreement among the writers as to how tightly the velum should be closed to prevent nasality. Six writers said it should be closed very tightly, seven merely that it should close the passageway, two that a slight lowering produces a resonance which is advantageous, three attempt to specify how much it could be open and not produce nasal resonance, and five say that nasality results despite the closed velum.

A 'nasal twang' is caused by sending too many vibrations through the nose under the influence of a stiffened pharynx, constricted false vocal cords or a too rigid soft palate.¹⁷

The student should realize that nasal resonance should be *around* the nose rather than actually *in* it; when the tone is forced through the nose without an exit that is free in proportion to its volume, a nasal tone is produced.¹⁸

Apparently we have learned very little since 1898 when, according to Beighley, two British writers named Browne and Behnke wrote:

The movements of the soft palate are complicated, because it not only occupied different positions for different pitches, but the closure assumes different degrees of tightness in the production of different vowel sounds.¹⁹

It is quite probably that nasal resonance may also be produced by an entirely different method than has been discussed. We know that the head structures, especially the bones of the head and face, are set in sympathetic vibration by the production of sound. A sensitive contact microphone will pick up intelligible speech from almost any part of the head or face and very clearly if it is resting on a bony structure. Even with the velar port closed the air within the nasal passages is set into vibration.

¹⁷Ibid.

¹⁸Ibid.

¹⁹Ibid., 202.

This nasal resonance may be heightened by tensing the velum and thus creating a "drumhead" effect by transmitting the sound waves to the nasal chambers. The thickness of the velum doubtless precludes its vibrating as a membrane, but a tenseness sufficient to produce a rigid organ could provide a transferring mechanism.

Several writers have recognized the probability of this type nasality. West, Kennedy and Carr say:

With many singers and speakers the source of this second series of vibrations, emitted from the nostrils, is probably the stretched velum. They tense the velum in its lifted position so that it serves as a diaphragm or drumhead. The air waves in the buccopharynx rebound against its under surface, causing it to vibrate and set up air waves in the nasopharynx and nares.²⁰

Beighley quotes Browne and Behnke as saying:

However tight the closure of the soft palate may be it is never sufficient to prevent the air in the nasal cavities being thrown into co-vibrations with that in the mouth.²¹

The term "induced nasality" is suggested as an appropriate one for nasal resonance produced in this manner. The word "induced" seems most appropriate since there is no direct coupling between the nares and the pharynx and no free passage of the sound waves into them. Instead, resonance in the nares is achieved in an indirect manner, or may be regarded as being induced by a force operating in an adjacent area.

The final type to be considered is called assimilation nasality by most writers. A vowel sound preceding or following a nasal continuant is much more likely to be nasalized than if it is in a word composed entirely of non-nasal sounds. This type nasality is caused by improper timing of the velar action. If the velar closure is slow, nasal resonance may be given the subsequent vowel; if the velar movement anticipates the tongue movement for the nasal the preceding vowel may be nasalized. Thus the vowel [æ] in *man*, *mad*, or *sang* would more likely be nasal than the same vowel in such words as *bad*, *sad*, or *has*.

²⁰West, Kennedy, and Carr, 84.

²¹Beighley, 203.

To recapitulate, we have attempted to establish the concept that nasal resonance is the method of production employed to modify the laryngeal tone to produce three English continuant sounds [m] [n] and [ŋ], in which the oral cavity, the pharynx and the nasal cavities are the principal resonators. It is primarily an open-tube resonating system with at least one *cul-de-sac* resonator coupled in, viz., the mouth cavity.

Nasality has been established as excessive nasal resonance, or more properly, as the distortion of non-nasal sounds, chiefly vowels and diphthongs, through the introduction of nasally resonated tones into their tonal structure. It may be regarded as simply the addition of nasal quality to sounds which should be produced without it. The nasality may be produced: (1) by relaxing the velum, thus opening the naso-pharyngeal port and using the nares as *cul-de-sac* resonators; (2) by an induced nasality through the raised but tensed velum; and (3) by assimilation through the presence of adjacent nasal sounds, or by a mechanism as yet not too well understood.

HOW PREVALENT IS NASALITY IN SOUTHERN SPEECH?

Objective evidence is scant, but any teacher of voice training or speech improvement will agree that it is quite prevalent. One need only to stand in the market-place of a typical Southern town, listening to the babbling of the populace to realize that Indiana and Vermont have nothing on the South when it comes to nasality.

But an examination of the literature reveals very few objective studies which have been reported. In this report of graduate theses in Southern universities, Getchell²² lists only one study with nasality. The problem is doubtless considered in other studies dealing with voice but apparently only casually so.

Few textbook writers give much consideration to regional dialects. Gray and Wise are notable exceptions, and in the original edition of *The Bases of Speech* not only described Southern speech in detail, but also gave considerable attention to the problem of nasality. Unfortunately most of these references to nasality were omitted in the revised edition.

²²Charles Munro Getchell, "Southern Graduate Study in Speech and Theatre," *Southern Speech Journal*, XV (1950), 222-29, 297-306; XVI (1951), 218-227.

In discussing "Deviation from Standard Southern," Gray and Wise²³ use such phrases as "in such cases the diphthong is usually nasalized," and "this combination, of course, may also be nasalized," and "nasalization of vowels is a serious error in the South." By example, they seem to indicate that front vowels and certain of the diphthongs are more likely to be nasalized than mid and back vowels.

The most complete objective study of nasality which has been reported was that by Kelly in 1934. Made at the University of Iowa, the study has general, rather than specific, reference to this paper, but five of his conclusions are of interest.

1. All vowels show nasality during a part of the total phonation time.
2. Each vowel has a specific nasal element as measured in terms of time.
3. The magnitude of this element varies directly with the closeness of the vowel.
4. Badly nasal voices consistently show a greater nasal element than superior voices.
5. The greatest differences in nasality between badly nasal and superior voices appear in middle vowels and in syllables involving those vowels when a nasal resonant precedes the vowel.²⁴

An unpublished M.A. thesis completed in 1942 by Josephine Sherman²⁵ at the University of Alabama is the only known experimental study of nasality in Southern Speech. There have been some descriptive studies, such as the excellent linguistic one by Brooks²⁶ in which he associates nasality of the Alabama-Georgia dialect with the southwest countries of England, but the field has been largely overlooked by experimental phoneticians. Sherman's study was the first in a projected series of nasality studies at Alabama, but the war intervened, and it has not been resumed.

Sherman studied the nasality component of five diphthongs when

²³Gray and Wise, 219.

²⁴Joseph P. Kelly, "Studies in Nasality," *Archives of Speech*, I (1943), 26-42.

²⁵Josephine E. Sherman, *An Objective Study of Nasalization of the Speech of Natives of Alabama*, Unpublished M. A. Thesis, University of Alabama (1942).

²⁶Cleanth Brooks, Jr., *The Relation of the Alabama-Georgia Dialect to the Provincial Dialects of Great Britain* (Louisiana State University Press, 1935).

used in combination with 19 non-nasal sounds. Key words were chosen with all possible consonant diphthong combinations and these words were then arranged in test sentences. Her subjects were University freshmen of third-generation native Alabamians, one from each of 59 of the 67 counties. A recording was made of each subject reading the test sentences, using a contact microphone on the bridge of the nose similar to the method described by Hultzen.²⁷ This technique does not reproduce nasal quality. Instead, the intensity of the sound varies directly with the degree of nasality. A highly nasal voice gives a louder or more intense signal than one only mildly or very slightly nasal.

The recordings were then checked with an intensity meter and with a sealed oscilloscope and the degree of nasality recorded in three ranges, low, medium and high nasality. The rank of the diphthongs in degree of nasality were [ɔɪ, ʊʊ, ʌɪ, ʌʊ, ɐɪ] and for the consonants [j, w, v, tʃ, d, l, h, b, r] were most likely to be followed by a nasalized diphthong. Other conclusions were: (1) three "nasal diphthong" areas in the state of Alabama are in the southeast, west central and east central sections; (2) the presence of diphthong nasality is general throughout the state, but of a low degree; and (3) neither speech training nor the study of foreign language in high school seemed to affect the presence or prevalence of nasality.²⁸

CONCLUSION

It seems to be generally agreed that nasality is prevalent in Southern speech. Very limited experimental study supports this view, and the major problem is yet to be explored; its extensiveness needs to be determined; its degrees and boundaries to be defined.

²⁷Lee S. Hultzen, "Apparatus for Demonstrating Nasality," *Journal of Speech Disorders*, VII (March, 1942), 5.

²⁸Sherman, 109.

CONTRIBUTIONS OF STATE SPEECH ASSOCIATIONS TO THE CLASSROOM TEACHER

WALDO BRADEN*

In attempting to find an answer to the question of what the state speech associations can contribute to the classroom teacher, I wrote to the officers of twenty-one state groups¹ and asked about their activities along this line. The response was almost unanimous. Many state officers wrote at considerable length to describe their programs and expressed an eagerness to know what other groups were doing. This paper is a brief summary of what these state officers revealed about the activities of their respective associations.

The state associations naturally center their programs around their annual meetings. These conferences or conventions, many of which are scheduled in connection with the annual state teachers' associations conventions, provide excellent opportunity to stimulate enthusiasm, to exchange valuable information, and to build *esprit de corps*. At best, however, a one or two day session which encompasses only the efforts of the few persons on the program may hope to have little influence once the meeting has adjourned. The more active groups are not content to let their members sit on the side lines as spectators while a few energetic souls do the work. In attempting to exercise a growing influence on the teaching of speech, many have planned supplementary programs designed to require participation of large numbers of their membership throughout the entire year. Activities along this line fall under eight different headings:

*Associate Professor of Speech and Director of Debate, Louisiana State University. Presented at Annual Convention of The Southern Speech Association (1951), Gainesville, Florida.

¹Alabama, Arkansas, Florida, Georgia, Kansas, Kentucky, Illinois, Iowa, Indiana, Louisiana, Mississippi, Michigan, North Dakota, North Carolina, Ohio, Pennsylvania, South Dakota, Tennessee, Texas, Virginia, and Wisconsin.

1. *Study Projects.* Some associations have undertaken study programs. They have set about to investigate such problems as better methods of teaching, the latest recording equipment, standards of judging, rules and procedures for conducting festivals and contests, and proposed school legislation. Last year, for example, the associations in Illinois, Kansas, Wisconsin, and probably other middle western groups were stirred to action by provisions contained in the Fisher Report, which recommended to the North Central Association the discontinuation of interscholastic competition in music, art, and speech. As a result, the high school speech contests in the Middle West were thoroughly discussed, and in several cases state associations issued effective answers to the charges made. The Illinois Association declared its willingness "to assist more fully in the administration of and arrangements for a complete speech program at any time that such assistance is requested by any school administrative official or anyone else."²

The Pennsylvania Speech Association has standing study committees in: (1) speech education, (2) public relations, (3) Pennsylvania oratory, (4) speech and discussion as a means to better human relations, (5) radio, (6) theatre, and (7) oral interpretation.

The committee reports presented at the annual business sessions suggest that these groups carry on extensive activities throughout the year.

2. *Surveys.* Not content to confine their efforts to the conference table, some groups have conducted surveys concerning speech activities within their states. A part of the Kansas program last year was "a state-wide survey of business and professional people, scientifically selected in each town of 2,500 or more, with exact representation for each county and for each type of business and profession. Each received two questionnaires asking which (of lists of subjects offered in appropriate type of school) subjects being taught in high school or in college should be required: (a) of every boy, and (b) of every girl for graduation from that school. Public speaking topped the list for both boys and girls in high school and in college. Further, break-

²From a resolution approved by the Illinois Speech Association, November 4, 1950.

down shows that this attitude is wide-spread — reaching nearly every type of business and professional in the state with equal force.”³

3. *Publications.* Many state groups issue some type of publication: a newsletter, bulletin, or magazine. In many cases these contain scholarly and professional articles as well as announcements and news. Under the editorship of David J. Harkness of the Division of University Extension, the Tennessee Speech Association each year publishes six news letters. These two-page mimeographed letters give personal items, departmental innovations, and current dramatic productions.

In Kansas, the association ambitiously puts out a twelve-page printed journal five times per year. Each issue usually contains two or three short articles by outstanding speech teachers in addition to announcements and association business. The Pennsylvania Association publishes the *Pennsylvania Speech Annual*. In Louisiana the state group issues a mimeographed news bulletin. Publications are also issued in South Dakota, Florida, Missouri, and Illinois.

In an effort to be of greater service to its members the Wisconsin Association compiles a directory of the Wisconsin teachers of speech. It is divided into four parts: (1) members of the state association, (2) speech teachers listed in the official school directory, (3) teachers responsible for drama, and (4) members of the Wisconsin Speech Correction Association.

4. *Cooperation With Other Agencies.* Some groups have joined forces with certain other agencies in promoting better speech programs. State associations have acted as consultants on proposed school legislation. Recently the Wisconsin Speech Association was “instrumental in cooperating with the state department [of education] in the publication of a series of speech bulletins which have been distributed throughout the state.”⁴

5. *Campaigns and Promotion.* Many groups have organized extensive campaigns to promote rigid laws of certification. Last year such campaigns were under way in Arkansas, Kansas, Nebraska, Georgia, and Texas. In Missouri and Pennsylvania speech teachers have won their battles for higher requirements. The Missouri association is now directing its efforts toward the promotion of state

³Letter from Forest Whan, President of the Kansas Speech Teachers Association.

⁴Letter from Grace Walsh, President of the Wisconsin Speech Association.

speech supervisor for the state. The Kansas association is urging a compulsory speech course as a requirement for high school graduation.

6. *Preparation of Syllabi and Courses of Study.* Many state groups in an effort to improve classroom methods and to promote greater uniformity in approach have prepared syllabi and courses of study. Such programs are now under way in Kansas, Mississippi, Texas, and Virginia. Some of these plans have become the official courses of study in their respective states.

7. *Speech Festivals and Congresses.* Out of dissatisfaction with existing inter-school speech competition many state groups have promoted speech festivals, tournaments, and congresses. This is true at the present time in Arkansas, Florida, and Mississippi.

One of the most interesting developments of this kind has been the Mississippi Youth Congress which is a result of the efforts of speech teachers of Mississippi to create more satisfactory speech activities. Their model legislature planned for both high school and college students is now going into its fourth year.

8. *Workshops and Short Courses.* In attempting to improve instruction, many groups have sponsored training courses for teachers of speech. In Kansas, the state group is promoting two-week short courses on "Teaching Speech in High School" at the several colleges with Departments of Education. The Virginia association conducts a series of clinics for high school play directors.

In these days when certain forces threaten to split speech teachers into small factions we need to look for ways to strengthen our common ties. Certainly the state speech association offers an excellent place to eliminate barriers, to cut across lines which divide the classroom teacher and the specialists, and to build professional understanding and pride. Furthermore, the state group in many instances may be the teachers' first experience with professional speech organizations. It is highly desirable that this introduction be a fruitful one. Once teachers are enlisted in state programs, they become more likely contributors to the regional and national organizations.

It becomes apparent that as teachers of speech we have much to gain from our state organizations. To accomplish their maximum, these groups must have planned programs which necessitate full participation of the membership and involve year-around activities.

SPEECH EDUCATION IN ELEMENTARY SCHOOLS

ORAN TEAGUE*

Too often today Speech Education for the elementary schools means speech correction. The valuable service which is being performed by the correctionist is commendable and needs to be greatly expanded. Speech correction, however, is only needed by some eight per cent of the total grade school population while over ninety per cent of the children need normal speech training. The normal majority should, therefore, command our attention. For them this general speech program is suggested.

In setting up objectives for a general speech program in the elementary grades, attention should first be given to the existing aims of the school; and second, to the existing curriculum of the school. Our Speech Education objectives must be compatible with the system in all respects and must be educationally sound.

For such a program I recommend the aims of Education as determined by the Educational Policies Commission in 1938. These aims are set up with the child in mind, making it possible for him to achieve self-realization, proper human relationship, economic efficiency, and civic responsibility. With the addition of perhaps one more aim, effective communication, which the child must acquire in order to realize the other aims — we need look no further for general speech objectives. The more specific objectives which would help the elementary child solve his normal speech problems should include the following:

1. To teach the child to tell his thoughts, ideas, and wants clearly and meaningfully.
2. To teach the child logical thinking and sound reasoning.
3. To aid the child in developing physical and mental poise and facility with language.
4. To impress upon the child the importance of speech in his relationships with others.
5. To develop within the child skills in the speech arts which will enhance his aesthetic appreciation.
6. To help the child to appreciate his language, and to make

*Instructor in Speech, Louisiana State University. Presented at the annual convention of the Southern Speech Association (1951), Gainesville, Florida.

him realize that language is a tool to be used for his convenience.

From this list we may readily determine the daily objectives which direct the activities and methods of instruction.

The plan which will best meet these objectives is the "teacher guide" method. The technique for carrying on this method is the rotating chairman. Such a system will train for effective leadership and at the same time provide practice in simple parliamentary procedure. In all activities the teacher will be able to guide and suggest, by receiving recognition from the student chairman, those things which attain the objectives. This technique will promote classroom democracy and assure freedom of expression in both the formal and informal speech projects.

Activities for the elementary program should be progressive. They should proceed from the simplest informal endeavors to the more formal speech skills. In the lower grades, one through three, the activities should include:

1. The experience talk.
2. The learning of new words.
3. Informal conversation, formal introductions, and telephone procedure.
4. The informal creative classroom play.
5. The informal group discussion.
6. Oral reading.
7. Choral speaking.

At this level the most important role of speech is in training the child to use words and sentences to express himself clearly.

From the fourth grade on, emphasis should be placed on the more skillful activities. The following may be employed effectively:

1. The formal speech, including the speech outline of introduction, body, and conclusion.
2. Conversation — Telephone and personal.
3. Critical listening — radio listening.
4. Exercises in organizing and analyzing ideas.
5. More advanced oral reading and interpretation.
6. Choral reading.
7. Manuscript plays and play production.

This program, directed by a capable teacher, can accomplish the fundamental objectives of Speech Education and will contribute concretely to the normal speech needs of the elementary child.

SPEECH EDUCATION IN SECONDARY SCHOOLS

ELTON ABERNATHY*

In the days of Aristotle or Quintilian training in oral communication was the core of secondary education. What is now generally called speech was then termed rhetoric.

Centuries passed and times changed. A recent survey of Southern State Universities shows that roughly three per cent of entering college freshman have studied speech in high school. Ninety-seven per cent of our college freshmen then have not had even a semester of exposure to whatever values there may be in oral reading, oral discussion, speech composition and delivery, voice training, and the other usual components of a fundamental speech course, except as these may have been fragmented to him by untrained teachers in other courses.

The usual reply of a high school administrator confronted with these facts is that the secondary curriculum is too tight and the available funds too scarce to afford speech training. From his point of view the case is justified. Noah and his three sons could not crowd into a high school course three years of history, four years of English, three years of math, one year of government, two years of language, two years of science, two years of health, and two years of vocational study, plus courses in community living, sociology, music, art, business administration, mental hygiene, speech, drama, debate, and all the other things now in or demanding to get in.

The question, therefore, is: What should be in the high school curriculum? What are the criteria for determining whether a person should be given a course in earth moving, beauty culture, or American history?

Three standards have been used. The first, and the most prevalent, is tradition. Grandfather, father, and son perhaps found the same pattern of courses facing them. This may be good. If the administration in grandfather's time chose with almost superhuman wisdom, and if needs have not changed in 60 years, then it is right for grandson to take the same courses, taught in the same way. But it

*Chairman, Department of Speech, Southwest Texas State College. Presented at the annual convention of the Southern Speech Association (1951), Gainesville, Florida.

would seem proper that both the original choice and the possibility of changed need be reexamined from time to time.

A second possibility is that the high school curricular pattern may be based on college entrance requirements. This is a somewhat binding girdle in an era when increasing numbers are extending their education into college. Fortunately most of our leading universities have some flexibility in their entrance pattern, and a few, such as the University of Oklahoma, have no set pattern at all but rather judge each applicant on the total program he submits.

The most logical and promising criterion for setting up a high school curriculum would seem to be an analysis of the needs of high school students. Far too many such studies, to list here have been made. Perhaps the best summary, taken from the studies, is that given in Part II of the 1950 EVALUATIVE CRITERIA produced by the General Committee of the Cooperative Study of Secondary School Standards. Eight educational needs of youth are listed, as follows:

- A. They need to learn to live with other human beings.
- B. They need to achieve and maintain sound mental and physical health.
- C. They need to learn to live in their natural and scientific environment.
- D. They need sound guidance.
- E. They need to learn to think logically and express themselves clearly.
- F. They need to prepare for work, for further education, or for both.
- G. They need to learn to use their leisure well.
- H. They need to learn to live aesthetically.

Every course trying to get into the high school curriculum, and every course already in should be asked to justify itself in terms of the above needs. In all probability every one would succeed. The advocates of any program from beauty culture to analytical geometry to basket weaving to Russian verbs could find some peg among the eight on which to hang their prodigy. In evaluating the rights and merits of a proposal, therefore, wisdom would dictate a careful study of the *extent* to which a subject contributes, as compared with other contributions to the same needs.

A good course in the fundamentals of speech, involving basic

training in oral communication of ideas through use of voice and body in speaking, reading, conversing, and discussing, touches every one of the eight directly or indirectly. A full speech program, including the fundamentals, plus corrective speech for the deficient, dramatics, public speaking, and debate courses for the talented would be in complete accord especially with three of the needs of youth.

The average man speaks hundreds of words for every one he writes. In the preparation of speeches, discussions, and debates, he will, if properly trained, advance his ability to think logically. By definition and practice, logic and debate are integral parts of each other. The analysis of a problem preparatory to discussing it publicly induces the finest kind of straight thinking. And nowhere else in the entire curriculum is clarity of expression taught as effectively as in a good speech class.

Perhaps, however, the administrator might insist that the school already is teaching logical thinking and clear expression in adequate fashion under the heading of "Oral English." In exceptional cases he might be right. However, speech skills are completely different from those of writing. Very few teachers are thoroughly trained in both. In a few universities where an effort has been made to combine English and Speech under the heading of Communications the venture has usually met with failure. A high school instructor who teaches grammar, sentence structure, vocabulary, literature, and a few other related items has little time left for the broad areas of voice, pronunciation, bodily activity, oral diction, debate, oral reading, speech preparation, stagecraft, acting, and all the other components of speech courses.

Mention should be made of two others of the aims laid out in the Evaluative Criteria: to learn to live aesthetically and to learn to use leisure time. In an age of radio, television, movies, and juvenile delinquency the development of cultural standards and the creative use of leisure time are most important. Oral interpretation of good literature and good dramatic productions rank very high in developing aesthetic standards and in offering recreation. The community whose only exposure to the great cultural ties of drama is a play put on by the senior class (to raise money for a trip) is being gypped. Good plays, not the excuses we too often see produced by reluctant and untrained teachers, have the two-fold role of developing actors and

stagehands and of giving the community cultural opportunities it otherwise would miss.

There we advocates of speech in the high school curriculum rest our case. We believe that good speech courses fill a place in the school that is as important as any of the courses tradition placed in the curriculum. We believe speech should be one or more of the required subjects for high school graduation. We invite school administrators to employ a well trained speech teacher on an experimental basis and then honestly evaluate the results.

SPEECH EDUCATION IN SOUTHERN COLLEGES AND UNIVERSITIES

JERRY N. BOONE*

The survey reported here was conducted for the purpose of determining, as nearly as possible: (1) the number of courses in the field of speech education offered by Southern colleges and universities; (2) areas in which offerings are most numerous and those in which offerings are fewest; (3) differences in the offerings in different types of institutions; (4) the adequacy of present offerings.

Since it is sometimes difficult to tell from catalogue listings the nature of the material covered in particular courses, and since some institutions plan to offer courses not listed in their current catalogues, the questionnaire method of obtaining information was chosen. Letters were sent to 194 colleges and universities in the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and West Virginia.

The letters stated the reason for the survey and requested departmental chairmen to give the number of pedagogical courses which they offer in each of the areas shown in Table I (items A-L).

It was decided that, in analysing results of the survey, each school should be classed in one of the three categories shown in Table I. "State Colleges" include all four year state institutions other than universities, the majority being teachers' colleges. "Private Schools" include municipal, denominational, and privately-endowed four year colleges and universities.

In view of the questionnaire nature of this study, and of the fact that only half of the 194 questionnaires were returned, the conclusions, which follow, should be regarded as conjectural.

It will be noted that 312 courses in speech education were reported. In addition there were 83 related courses not specifically in the speech education field. The areas of speech education in Table I (items A-L) are arranged in order of decreasing frequency of occur-

*Graduate Assistant, University of Florida. Presented at the annual convention of the Southern Speech Association (1951), Gainesville, Florida.

TABLE I
OFFERINGS IN SPEECH EDUCATION IN SOUTHERN COLLEGES AND UNIVERSITIES

Areas of Speech Education	Types of Institutions with			Total
	State Universities	State Colleges	Private Schools	
A. Speech Correction Methods	16	26	25	67
B. Teaching of Dramatic Arts	3	25	29	57
C. Teaching Speech in Secondary Schools	6	11	13	30
D. Speech for the Classroom Teacher	4	15	9	28
E. Teaching Public Speaking	1	10	12	23
F. Teaching Discussion and Debate	3	11	8	22
G. Teaching Radio	1	8	11	20
H. Dramatic Activities for Children	3	7	7	17
I. Teaching Speech in Elementary Schools	3	8	5	16
J. Teaching Speech in Colleges	4	1	10	15
K. Tests and Measurements in Speech	0	2	2	4
L. Teaching Television	0	1	3	4
M. Courses Including Several Areas	3	2	4	9
Total Courses	47	127	138	312
Number of Institutions Reporting	13	35	51	99
Related Courses Not Listed as Speech Education	14	35	34	83

rence in order that we may see which areas are receiving the most, and which the least, emphasis.

The results of this brief study indicate that state universities offer, proportionately, about the same amount of speech education as do the state colleges; and that private schools offer, proportionately, less. It should be noted, however, that, disregarding proportions, more courses were reported through private schools than through state schools, and that more "state-supported" courses were actually reported through colleges than through universities.

From Getchell's study¹ we learn that of the 49 graduate studies in speech education accepted by Southern schools from 1932-1950 only six were done at schools other than state universities. In consideration of this, it seems that state universities have a greater obligation in offering speech education courses to graduate students than do the other types of schools designated in this study.

There are two movements underway which promise to make greater demands on our Southern colleges and universities for training in speech education. These are: (1) interest in the inclusion of speech in the curriculum of secondary public schools and of speech improvement in the elementary school curriculum; (2) speech correction programs for the public schools.

For the support of the former of these movements we may expect to find that our Southern schools may need to increase their offerings in such areas as: (1) the teaching of speech in secondary schools; (2) the teaching of speech in elementary schools; (3) dramatic activities for children; (4) speech for the classroom teacher; (5) tests and measurements in speech education.

The latter of the above-mentioned movements calls, of course, for training in speech correction, including methods courses. Table I shows such courses to be first in frequency of occurrence. State universities offer, proportionately, more of these courses than do the other institutions. If state colleges and private schools having

¹Charles M. Getchell, "Southern Graduate Study in Speech and Theatre Before 1941," *The Southern Speech Journal*, XV (March, 1950), 222-229; "Southern Graduate Study in Speech and Theatre from 1941-1950," XV (May, 1950), 297-306; "Southern Graduate Study in Speech and Theatre: 1950," XVI (March, 1951), 218-227.

teacher-training programs are to train more correctionists, they may need to increase their offerings in clinical methods.

If this brief survey is an indication of the true situation, there appears to be a need for such increases in offerings as have been indicated here. Certainly, a more intensive and extensive analysis of the speech education courses which our schools have to offer future Southern speech teachers presents an opportunity for further study.

W. FREDRIC PLETTE

Early Monday morning, November 13, 1950, occurred the sudden and unexpected death of W. Fredric Plette. At the time he was working toward his doctorate at the University of Illinois.

Fred, as he was called by his friends, was unusually active in all organizations working toward the betterment of his chosen profession. These organizations will miss his enthusiasm, his industry, his initiative, and his untiring efforts toward higher standards and increasing service.

His former students and friends will miss his ever ready smile, his solicitude for their welfare, and his kindly counsel. He was never too busy to advise and help those who came to him. Always striving for his own professional growth, he inspired many to achievements they never would have attempted without him.

Co-workers, friends, and former students join in mourning the untimely passing of W. Fredric Plette. Our world is richer for his passing through it, but immeasurably poorer for his early departure.

ROBERT B. CAPEL

Stephen F. Austin State College

A PROCEEDINGS REPORT OF THE TWENTY-FIRST ANNUAL CONVENTION

The convention of the Southern Speech Association (including the Forensic Tournament and the Student Congress of Human Relations), together with the Southern Regional American Educational Theatre Association Conference Workshop and the Workshop in Speech Correction and Hearing Disorders, was held during the week of April 2-7, 1951. Convention meetings were held at the Hotel Thomas, Gainesville, Florida, which served as headquarters on April 5 and 6. The Forensic Tournament was held April 2, 3, and 4 and the Student Congress of Human Relations on April 5 and 6, with headquarters in the Student Union of the University of Florida. The Workshops of A.E.T.A. and Speech Correction and Hearing were held on April 7.

The careful planning, the fine hospitality, and the untiring efforts of the staff of the Department of Speech of the University of Florida made this one of the finest conventions of recent years.

MEETINGS OF THE SOUTHERN SPEECH ASSOCIATION

The first general session, which opened the 1951 convention of the Southern Speech Association, was held at nine-thirty a.m., April 5, with Miss Betty May Collins, Memphis Technical High School, presiding. Dr. J. Hillis Miller, President of the University of Florida, welcomed the delegates to Gainesville and to the University campus. Willard E. Bennett, Coordinator of Training, Cities Service Refining Company, Lake Charles, Louisiana, discussed "The Need for Effective Speech in a Technological Society." Mr. Bennett stated: "The science of management has not kept pace with the physical sciences." In an analysis of the problems in his own organization it was discovered that 98% of the problems in organizational and human relations had been due to a failure in communications. He challenged teachers of speech to train students in effective communication. William G. Carleton, distinguished professor of political science, University of Florida, discussed "Speech in a Democratic Society." His thesis was that there has been a serious decline in style, delivery, and content in modern speaking. Mr. Carleton concluded that modern speaking is much too simplified, that we are liv-

ing in the age of stereotypes. The last speaker, Claude E. Kantner, Ohio University, discussed "Speech and Education in a Democracy." He pointed out that education means to "lead out" and not "pour in." Quoting Sir Richard Livingstone, he said, "The ultimate aim of education is the training of character." As to speech, the ability to express one's self is limited by what the self is. In the final analysis, a good education is to have learned how to make living worthwhile.

Following the general session, two sections of informal discussions were held. One was an informal discussion on Research in Southern Oratory with Donald H. Ecroyd, University of Alabama, as chairman. Members of the panel were Waldo W. Braden, Louisiana State University; Batsell B. Baxter, David Lipscomb College, and Douglas Ehninger, Florida State University (not present because he was teaching a class). Everyone present was invited to participate. Donald Ecroyd opened the meeting with the observation that we probably know too little about Southern oratory and that there is great need for gathering, cataloging, and preserving such information. He presented these questions for consideration: How best learn about Southern oratory? What period of oratory should be studied first—the Civil War group or others? Should a person in a particular field study someone in a kindred field? What is the availability of source material? It was agreed that the Civil War group is important but that contemporary orators are also important and constitute a desirable field of study. Gregg Phifer, University of Florida, said we should not lose sight of a world picture while we study a region. In reply to the question about availability of source material on Southern oratory, Batsell Baxter said Nashville has a file of four newspapers of the Civil War period. Hardy Perritt reminded that although material tended to stray to the Library of Congress, to Historical Commissions, and to newspapers, it is still available for research. Gregg Phifer stressed the importance of microfilming current material.

The second informal discussion was on "Speech for Religious Workers." The members of the panel were Carroll Ellis, David Lipscomb College, Chairman; Clarence Daily, University of Florida; H. B. Todd, Mississippi College; Franklin R. Shirley, Wake Forest College. The following questions were discussed: (1) At what point, as it pertains to the field of speech, do preachers appear weakest? In answer to this first question, it was the opinion of the group that delivery was often a weak point in the preaching of today. Mr. Daily

said he felt that faulty organization was another weak spot in sermon making. Mr. Todd felt that the emotional appeal was often stressed too much. (2) How much speech training has the preacher of today had? The members of the panel were of the opinion that the preacher of today has had far too little training in speech and that more training should be offered in seminaries. (3) How much speech training should the preacher of tomorrow have? (4) What type of courses should be offered prospective preachers? The questions were discussed in their relation to each others, and it was the opinion of the group that more courses in voice and diction and public speaking should be offered. (5) In an age of television and radio, what new techniques should be used in speech training for preachers? The group felt that preachers should be trained in radio speech and television techniques. They felt that there is a need for developing the imagination in order to give the illusion of talking to individuals in their living rooms.

The first business meeting was held at one-thirty, April 5, with President Claude L. Shaver presiding. An incomplete report on the Tournament and Congress was given by Batsell B. Baxter. Brief committee reports were made. Officers for 1951-52 were elected. Election of a nominating committee was held by secret ballot, results to be announced at the second business meeting. Secretary T. Earle Johnson presented a request from the American Forensic Association to allow that organization to become affiliated with the S.S.A. Because of the lateness of the hour, however, the request was not acted upon, but the convention voted to allow the Executive Council to take what action it deemed wise.

The first sectional meeting, held at two, April 5, included one on Speech Education and one on Phonetics. The first of these was under the chairmanship of Don Streeter of Memphis State College. Opening the discussion was Chester Eggert, Principal, P. K. Yonge School, Gainesville, Florida. In presenting the problem of "Making Room in the Curriculum for Speech Education," Mr. Eggert said that in modern education it is not a matter of filling the day, but of determining what to eliminate and what to include. As in all areas, there is great competition for time in the school curriculum. Speech should not be added as an *extra*, nor should it simply be legislated because an administrator realizes its importance. Mr. Eggert set three steps for its inclusion into the curriculum. First, *sell* the teach-

ers on the need of speech, on its importance, on its utility. Second, after you have sold the teachers, it will be *integrated* into the program. Third, after integration, the teacher herself will see to it that time is found for the speech program. Oran Teague, of Louisiana State University, the second speaker, explained "What Should be the Objectives of Speech Education in the Elementary Schools, and What Methods, Activities, and Techniques Should be Used to Meet Them?" Mr. Teague pointed out that too often the speech program in grade school is encompassed by speech correction. While important, this concerns only 8% of the pupils, while 92% of the students need normal speech training. The first requirement for a good program is that it must be educationally sound. Among other things, such a course should teach the child to tell his thoughts, ideas, and wants clearly and meaningfully, and it should aid the student to develop poise and surety in the speech situation. Elton Abernathy of Southwest Texas State College pointed out that only about 3% of college freshmen have studied speech. Mr. Abernathy listed three standards which he believes have been used in determining the high school curriculum: (1) Tradition, (2) College Entrance Requirements, (3) Needs of students. The final speaker was Jerry Boone of the University of Florida who explained the "Offerings of Southern Colleges and Universities in the Field of Speech Education." He pointed out that there is a trend toward more speech education courses today, because of: (1) Greatly increased interest in the speech program on the elementary and secondary school levels, and (2) The ever widening program of speech correction.

The Phonetics sectional meeting was held under the chairmanship of J. J. Villarreal, Univ. of Texas. E. Haden, Univ. of Texas, discussed the spectrographic analysis of Jones' cardinal vowels. With the aid of slides he demonstrated the frequencies which make up the different vowel sounds. Each vowel, according to this analysis, consists of a combination of two frequency bands — ϵ 750-1900; α 875-1475; α 900-1150; \circ 550-725; \circ 325-525; u 200-400; i 2700-300; e 3200-425. T. Earle Johnson, University of Alabama, spoke on "Nasality in Southern Speech" from the approach of the phonetician rather than that of the pathologist. Mr. Johnson posed three questions: What is nasality? What causes it? and How prevalent is nasality in Southern speech? A review of the literature revealed considerable confusion among both speech teachers and textbook writers as to the

answer of the first two questions. The third question presented a challenge to those interested in research. According to Mr. Johnson very few objective studies have been made in order to determine how prevalent nasality is in Southern speech; however, many subjected studies consider it most prevalent. Miss Mary H. Reams, School of Speech Correction, Moultrie, Ga., presented a study on "Visual and Auditory Cues in Word Intelligibility." This study indicated: (1) That the coefficients of correlations were insufficiently high to indicate a positive relationship between responses to words which were identified through visual stimulation and those which were identified through auditory stimulation, both lists of words being said by the same speaker; and (2) That the coefficients of correlation were insufficiently high to indicate a positive relationship between responses of visual identification and responses to auditory stimulation in the presence of noise.

The second sectional meetings, held at three-thirty, April 5, included one on Interpretation and one on Graduate Study. Edna West of the Georgia State College for Women served as chairman for the Interpretation meeting. She presented Jack Gore of the Georgia State College for Women, who gave an analysis of "Interpretation as a Communicative Skill." Sally Veatch, Wesleyan College, presented an interesting view of "Interpretation as a Fine Art." She explained that interpretation is not only a communication of ideas but, also, of feelings. To be able to communicate these, she felt that one must participate in various experiences. She felt, also, that those who studied interpretation came to understand more varied experiences and were better able to express themselves in other areas.

The sectional meeting on Graduate Study was developed in the form of a panel discussion on the subject "Unused Southern Materials for Graduate Research." The members of the panel were Charles Munro Getchell, University of Mississippi, Chairman; Harold Weiss, Southern Methodist University; Wayne Minnick, Florida State University; Lester Hale, University of Florida; and Marian Gallaway, University of Alabama. Mr. Weiss discussed the research topics that might be developed in the field of public address: "Church History," "Law Cases," "Legislative Speeches," "The Rise of the Grange," and "The Oratory of Luncheon Clubs." Mr. Hale suggested for study such subjects as "A Measure of the Progress in the Matter of Speech Correction," "Investigation of Speech Correc-

tion Programs in the Various States," "Impact of Speed on Speech," "Prevention of Stuttering." Mr. Minnick suggested topics for study in the field of speech education: "Training in Listening," "Speech on the Elementary Level," "Word Readiness," "Adult Speech Training." Marian Gallaway listed such topics as "History of the Theatre in Savannah," and "History of Show Boats." She also suggested that some of the living actors and actresses might be written about.

A Reading Hour was held at eight p.m. in the Radio Studios of the University of Florida. This was presided over by Harriet R. Idol of Louisiana State University. The program consisted of a reading of Sophocles' "Antigone" by Victor Weining, Wesleyan University, Middletown, Connecticut.

Following the Reading Hour, the Florida Players, under the direction of Delwin Dusenbury, showed colored slides from past dramatic productions and in their Laboratory Theatre short scenes from Shaw's plays.

The second general session was held at nine a.m., April 6, under the chairmanship of Thelma Jones, Hillsborough High School, Tampa, Florida, President of the Florida Speech Association. The general topic of the meeting was "What the Speech Associations Can Contribute to the Class Room Teacher." C. M. Wise, Louisiana State University, substituting for Wilbur E. Gilman, President of the Speech Association of America (who was not present because of illness), discussed the subject "On the National Level." He stated that the National Association went on record as opposing the fragmentation of speech departments — that the concept of the scope of speech includes any education that focuses on the act of speech or contributes to the act of speech; that interpretation, drama, speech correction, rhetoric, and all the others use the act of speech. He said the Southern Speech Association should set its influence against fragmentation of speech departments (into Speech-Drama, for example). He also expressed the belief held by the National Association that the teacher should regard himself as a model for character building. Bower Aly, University of Missouri, Editor of *The Quarterly Journal of Speech*, discussed the activities and projects of the National Association and announced that the new journal, "The Teaching of Speech," which is to be primarily for elementary and secondary teachers, would begin publication about January, 1952. T. Earle Johnson, University of Alabama, Executive Secretary of the South-

ern Speech Association, remarked that with its twenty-first convention the Southern Association had "come of age." (It was founded in 1930 but there was no convention one year.) He characterized the Southern Association as a combination of the resources of a large number of people, yet geared to the needs of the individual teacher. Howard Townsend, University of Texas, Editor-elect of *The Southern Speech Journal*, reported on the results of a questionnaire seeking suggestions on "What can the *Southern Speech Journal* do for the Classroom Teacher? Waldo W. Braden, Louisiana State University, representing the various State Associations, said that the State Associations, to be effective, must do more than meet once a year; that they must plan a program that will be effective throughout the year.

The third group of sectional meetings was held at ten-thirty, April 6. One meeting was on Fundamentals and the other was on Elementary Education. The Fundamentals meeting was presided over by Thomas R. Lewis, Florida State University. Presenting their ideas were J. Dale Welsch, Mississippi Southern College on "Pre-Service and In-Service Training for the Teacher in the Fundamentals Program," Donald Ecroyd, University of Alabama, "Training in Listening and the Fundamentals Program," Fred G. Barton, Abeline Christian College, "Types of Speech Exercises for the Fundamentals Course," and Elton Abernathy, Southwest Texas State College, "Handling of Stage Fright in the Fundamentals Program." Mr. Welsch made a strong plea for better instruction on the fundamentals level. He felt that, since this is the background for all future work in speech, it should be taught by the best instructors available, not by graduate assistants or untrained instructors. Mr. Ecroyd felt that the fundamentals course should make a better listener as well as a better speaker of the student. Intelligent evaluation is as important to learn as intelligent communication. Mr. Barton felt the fundamentals course should be about equally divided between reading aloud, including pronunciation and voice training, public discussion, and the preparation and delivery of extemporaneous speeches. Mr. Abernathy explained how he handled the problem of stage fright, saying that stressing ease and informality is the secret.

"What Can the Elementary Teacher Do As a Speech Teacher?" was the topic of the panel on Elementary Education led by Mrs. Joe Windham, Columbus, Mississippi. She stated that if anything is done in speech in the elementary school it must be done by the class-

room teacher. Speaking on the panel was Mrs. Gus Arnett, who said that the elementary teacher is already teaching speech by her posture, gestures, diction, and voice quality whether she realizes it or not. She suggested that the teacher plan drill periods, dramatizations, book reports, use pictures drawn by the students for making oral sentences and gestures, and choral reading to teach pauses.

The second business meeting, presided over by Claude L. Shaver, was held at one-thirty p.m., April 6. Mr. Shaver announced the nominating committee for 1951-52: Chairman, Dallas C. Dickey, University of Florida, Charles M. Getchell, University of Mississippi, T. Earle Johnson, University of Alabama, and Edna West, Georgia State College of Women. Mrs. Annabel Hagood, University of Alabama, gave these convention dates and cities: 1952 Jackson, Mississippi, 1953-Carolina Area, 1954-Texas area. These were approved by the Association. Mr. T. Earle Johnson read the Executive Secretary's report which was adopted by the Association. It was agreeable to the Council and to the Association that the Workshops in Theatre and Speech Correction be held on Saturday in 1952.

Included in the fourth sectional meetings held at two p.m., April 6, were one on Theatre and one on Public Speaking and Rhetoric. The Theatre meeting was under the chairmanship of Marian Gallaway, University of Alabama, and was held in the form of a panel discussion. Members of the panel included Charles M. Getchell, University of Mississippi, speaking "For the Educational Theatre Director;" James Hatcher, Birmingham, Alabama, speaking "For the University Theatre in Extension;" Paul E. Geisenhof, Director Jacksonville (Florida) Little Theatre, speaking "For the Community Theatre Director;" and Leighton Ballew, University of Georgia, replacing Don Gibson who was unable to be present. Using the topic, "Philosophies of Directing," Chairman Gallaway stimulated and directed one of the liveliest and best discussions ever held at our conventions. Presenting, one at a time, highly controversial questions, she allowed and received free discussion by members of the panel and from the audience. First question: What do you do theatre for? What functions do you fulfill? What can you do to make theatre more valuable in your area? There was general agreement among members of the panel and the audience, as expressed in three points by Mr. Geisenhof. These points were: (1) To provide cultural entertainment, (2) To provide an outlet for individual desires of self-

expression and the theatrical experience, and (3) To provide an educational and worthwhile experience. Expressed in one phrase, training for theatre is a training for life. Second question: What is the director in relation to the play as a whole? Is he regisseur, general coordinator, or just a guider of actors? Mr. Getchell pointed out that in college it is usually necessary for the director to do much close supervising — depending upon the size and training of his staff. Mr. Geisenhof added that the director should try to stimulate interest, rouse the imagination, and help the actor to do as much for himself as possible, allow as much freedom as possible. However, the director is obliged to see to it that a unifying idea is evident in the acting as well as in other areas of production. Third question: For what are we training our people? The conclusion: we should be training our people *not* to become great actors, but to give them a broader concept of life, a better understanding of the various experiences they may face, to help give them better appreciation of values, and to make satisfactory adjustments to the situations in which they find themselves. If they become great actors in the process, well and good. Fourth question: Are we justified in asking the actor to rehearse a sufficient time for a creditable production, without offering him any remuneration? Should the actor be paid? It was generally agreed that in many deserving cases actors might be given scholarships. Cash payments were frowned upon. It was suggested that actors appeared before the audience, which was reward in itself.

The other of the fourth sectional meeting was a symposium on the subject, "Public Speaking and Rhetoric." The following persons took part in the symposium: Chairman, Eugene White, University of Miami; Bower Aly, University of Missouri; A. D. Hill, University of Miami; Harold Weiss, Southern Methodist University; H. P. Constans, University of Florida; Clair R. Henderliver, Western Reserve University. Mr. Aly discussed "The Rhetoric of Politics and Statecraft." He handled the topic under the following headings: "The Error of Success;" "The Error of Goodness;" "The Error of Greatness." Under the first topic he stated that the unsuccessful speaker may be persuasive, but if he does not succeed, he is not remembered. Under the topic, "The Error of Goodness," he brought out that the student of political oratory is likely to think that only the paragons of virtue spoke, since almost nothing is said about the shyler. On the topic, "The Errors of Greatness," Mr. Aly said, "We should

study the speakers, the occasions, the subjects, and most of all the audiences in situations, not remarkable, but ordinary — not unusual, but customary." Mr. Hill spoke on "The Contemporary Rhetoric of Labor and Management." He showed us how the speeches of labor and management could be used in the classroom. In his conclusion, he said in part, "We may cite examples of the speaker's awareness of the total speaking situation. We may refer to the kind of delivery used. We may cite the organization of a speech in the light of a specific purpose." Mr. Weiss discussed the topic, "The Contemporary Rhetoric of Religion and Education." Mr. Constans presented the paper prepared by him and Mr. Dickey on "The Contemporary Rhetoric of Law," a discussion of the place of rhetoric in the selection of the jury, handling of witnesses, the objection of opposing lawyers, the summation of the case to the jury. Mr. Henderlinder discussed "The Pedagogic Implications of Rhetoric in Contemporary Speaking." He said in conclusion, "Teachers and students alike have much to learn from a study of modern speaking. By reading and attending speeches, and joining the ranks of contemporary speakers we, as teachers, may constantly check our theories and those of our texts against current techniques, and thus build a sound philosophy based upon established precepts as modified by evolving present practice."

Radio and Television and Speech Correction and Hearing were the topics of the fifth sectional meetings, held at three-thirty p.m., April 6. The meeting on Radio and Television was under Chairman J. Clark Weaver of the University of Florida. Members of the panel include Leo Martin, University of Alabama, discussing "The Radio Curriculum;" Sydney W. Head, University of Miami, discussing "Television in the Curriculum;" Irene Lighthiser, Orlando Senior High School, discussing "Supervising the High School Radio Workshop;" and Gail Potter, Florida Southern University, discussing "Supervising the College Radio Guild and Workshop." Serving as critics were Leighton Ballow, University of Georgia; Ray Flynn, Florida State University; James W. Sanders, University of Florida; and Duncan Whiteside, University of Mississippi.

The sectional meeting on Speech Correction and Hearing was held with T. Earle Johnson of the University of Alabama as chairman. The first speaker was Clayton L. Bennett, head of the Speech and Hearing Clinic of Alabama Polytechnic Institute, who spoke on

"Projective Techniques in Recent Stuttering Research," and presented a non-critical review of three doctoral researches recently completed at the University of Southern California under the direction of Dr. Lee Edward Travis. After discussing each of the studies, he stated in summary that each had utilized projective techniques in slightly different applications, all researchers reported changes shown in terms of configural personality adjustments as demonstrated in the projective tests, play behavior, and the experimental technique; the utility of projective methods for research was demonstrated; and the efficacy of clinical treatment directed at the whole person was strikingly supported.

Dr. Gilbert C. Holhurst, Florida State University, discussed "The Integration of Professional Services to Those Having Organic Disorders of Speech." He stressed the need for teamwork among the various members of a complete rehabilitation program, with the coordination of services for the individual the main objective, and the necessity of all members of said "team" to share equally in professional standing.

Dr. Darrel Mase, Coordinator of Clinical Services, University of Florida, spoke on "The Coordinated Clinical Center," in which he gave the developmental history of services preceding the present setup at the University of Florida, and presented the Four Point Program which was adopted by the board of directors. They are as follows: (1) To expand the services of these clinics to meet the need of university students; (2) To use the clinic's staff and equipment in training teachers and specialists to work with those with problems and handicaps in the areas of need; (3) To establish research programs in various areas dealing with the handicapped; and (4) To extend the services of these clinics to the residents of the state.

Informal discussions were held at five, April 6, in three different areas. One discussion was on Research in Theatre in the South. Chairman of this group was Delwin Dusenbury, University of Florida. The panel consisted of J. Max Patrick, Department of English, University of Florida; Charles Philhour, University of Miami; Elaine Paramore, University of Florida; Russell Bagley, Madison, Florida.

An informal discussion on Speech in Adult Education was held, with Wesley A. Wiksell, Louisiana State University, as chairman. Since the only member of the panel able to be present was Willard E. Bennett, Cities Service Refining Corporation, everyone present

was invited to participate.

The third area of discussion was Forensics. Chairman Joseph Mahaffy, Alabama Polytechnic Institute, chose the topic, "The Philosophy and Objectives of Forensic Activities." Members of the panel included McDonald W. Held, Furman University; Wayne C. Minnick, Florida State University; Franklin R. Shirley, Wake Forest College; Leonard M. Davis, Alabama College; Ralph Widener, University of Mississippi; and Joe Wetherby, Duke University.

SOUTHERN REGIONAL AMERICAN EDUCATIONAL THEATRE
ASSOCIATION CONFERENCE AND WORKSHOP

The general session of AETA Workshop was held at nine a.m., April 7, in the Laboratory Theatre of the University of Florida, with McDonald W. Held, Furman University, serving as chairman. The topic for consideration was, "Adapting the Technically Difficult Play to Limited Facilities." The panel consisted of Duncan Whiteside, University of Mississippi; Roger Busfield, Florida State University; Thelma Jones, Hillsborough High School, Tampa, Florida; and Paul Camp, University of Georgia. Mr. Busfield began the discussion by showing how many pre-production scenery problems had been worked out with a model for "Family Portrait." Mr. Whiteside suggested the use of wagons and space staging as a solution to some technical problems. Miss Jones offered the idea of presenting two-set shows in one setting. She explained that only recently she had done "The Youngest" and "Letters to Lucerne" in that manner. Mr. Camp suggested that many technical problems come from too much realism. He urged that the designer study the play carefully, then translate its requirements into the *simplest* terms possible. He felt that suggestive and stylized settings would simplify many problems.

The first Workshop Session was held at ten-fifteen, April 7, in the Laboratory Theatre, University of Florida. Chairman Robert T. Rickert, University of Florida, introduced the panel on lighting: Paul A. Camp, University of Georgia, William Bliss, University of Florida, and Mr. Gordon Hurd, St. Petersburg Opera Company. Mr. Hurd outlined the problems of the arena theatre, particularly the lighting problems of staging opera on the arena stage. Mr. Hurd made the following suggestions and general observations: (1) Recommended the use of spots under industrial glass panels in the floor of the arena

stage; (2) Recommended the use of small 150 watt P.J. spotlights for arena lighting; (3) Stressed the fact that on the arena stage lighting replaces scenery; and (4) Pointed out that reflected light from the floor of the stage helped take care of shadows on the actors faces. Mr. Camp further recommended the use of 150 Watt spots and Variac dimmers on the high school stage for low budget lighting. He listed Communications Inc., of Seattle, Washington, as a company furnishing such spotlights for stage use.

For the second Workshop session Mr. Rickert introduced James Evans, graduate assistant at the University of Florida, who made demonstration of the make-up used in the Florida Players' production of *Liliom*.

The third Workshop Session took place at one-thirty at which time Chairman Rickert explained the projected scenery as used in the Florida Players' production of "Liliom."

WORKSHOP IN SPEECH AND HEARING DISORDERS

The Workshop in Speech and Hearing Disorders was held Saturday morning in the Speech and Hearing Clinic at the University of Florida under the direction of Dr. Lester L. Hale assisted by Mrs. Sheila Morrison. Dr. Hale introduced Dr. Claude Kantner, Ohio University, who discussed "The Role of Diagnosis." Dr. Kantner expressed the feeling that the speech pathologist should diagnose with "caution and humility." He stated that diagnosis is not a luxury but something very important which cannot be omitted. It can be justified, however, only as it facilitates correction. He warned that speech defects cannot be "cured" by diagnosis alone but added that much waste of time and effort can be prevented by careful diagnosis as it can eliminate those for whom therapy holds little and thereby increase time for those who can profit. He described the one who should diagnose as one who knows what services are needed and where to get them after he has done all that he is capable of doing. The audience, through the medium of one-way observation windows and inter-communication systems, was able to observe and hear the various consultants interview, diagnose, and recommend therapy for a wide variety of speech and hearing problems. The subjects, mostly children, were all individuals who have been receiving the services of the Speech and Hearing Clinic. The consultants for the workshop

were: Dr. Claude Kantner, Speech Pathologist; Dr. Raymond Camp, Pediatrician; Dr. Donald Morrison, Orthodontist; Prof. Justin Harlow, Clinical Psychologist; Prof. Zollie Maynard, Corrective and Adaptive Exercise; Dr. George Spache, Remedial Reading; Dr. Darrell Mase, Speech Pathologist; Dr. Lester Hale, Speech Pathologist; Prof. Roy Tew, Audiologist; Dr. Stanley Ainsworth, Speech Pathologist and Audiologist; and Dr. J. Dekle Taylor, Otolaryngologist.

Dr. Eugene L. Taylor, Assistant Professor of Clinical Physical Medicine and Rehabilitation, New York University-Bellevue Medical Center, spoke on "Medicine, Mobilization, and Manpower." Dr. Taylor said the greatest implications for the country today are, how all can live in peace and the phenomenon of increasing age. Medicine's problem is more than drugs. Its aim is to rehabilitate — to find some dynamic therapeutic device that can be applied to handicapped persons. Both the social aspects and economic aspects are important. Mr. Taylor says that in 1980 for every productive adult there will be an unproductive adult. It is the job of the medical team to teach these handicaps to use the residual ability that is left to them. The speech correctionist is a part of this medical team and must share the responsibility. Demonstrations with diagnostic procedure were continued during the afternoon session.

BANQUETS

The Forensic Tournament held its banquet on the evening of April 4, with the director of the Tournament, Batsell B. Baxter, David Lipscomb College, serving as Master of Ceremonies. Greetings from the S.S.A. were presented by Claude L. Shaver, president of S.S.A. Superior students in After Dinner Speaking were heard, and announcements of awards were made. The American Forensic Association met at breakfast, April 5, and discussed a constitution and by-laws, a proposal for affiliation with S.S.A., and what relationship this group would have with the national group. A constitution and by-laws were formally adopted. It was voted that first allegiance of the group would go to the S.S.A., and that the relationship to the national group would depend upon whether there was any conflict between that body and S.S.A. One of the most pleasant occasions of the entire convention was when Dr. J. Hillis Miller, President of the University of Florida, accompanied by his charming wife, received convention

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members in the President's Suite in an informal manner at ten p.m., April 5. Tau Kappa Alpha, Alpha Psi Omega, and National Collegiate Players all had breakfasts on April 6. The Players met at the home of their national president, Delwin Dusenbury, University of Florida. At noon, April 6, the Florida Speech Association held a luncheon and business meeting. On the evening of April 6 the convention dinner was held with President Claude L. Shaver in charge. Because Wilbur E. Gilman, President of the Speech Association of America, was unable to be present, Bower Aly, editor of the *Quarterly Journal of Speech*, spoke. The A.E.T.A. Conference Workshop held its annual luncheon April 7, with McDonald W. Held, Furman University and chairman of the A.E.T.A. committee, presiding. Delwin Dusenbury, University of Florida, spoke to the group on "The First National Theatre Assembly." It was pointed out that so far little has been accomplished by ANTA, and that at the present it is far from a national theatre. Emphasis is very much on the professional and commercial theatre, and the non-professional and educational aspects are receiving scant consideration. The Workshop in Speech and Hearing Disorders held its luncheon April 7, and had to turn away guests because of the lack of room.

PICNIC, PLAY

On the evening of April 5, from five to seven, convention delegates attended an excellent barbecue, held at Camp Wauberg, owned by the University of Florida and usually reserved for the use of its faculty. After the convention dinner on April 6, the Florida Players, under the direction of Delwin Dusenbury, gave a very interesting production of Forenc Molnar's "Liliom." The use of projected scenery made this production unusual and enabled scenes to be changed quickly and effectively.

Ruth Draper
Huber Ellingsworth
E. D. Hess
Sarah M. Ivey

Freda Kenner
Annah Jo Pendleton
Edna West
John Wills
McDonald W. Held, Chairman

SOUTHERN SPEECH ASSOCIATION
TWENTY-FIRST ANNUAL CONVENTION
HOTEL THOMAS, GAINESVILLE, FLORIDA
APRIL 2-7, 1951

ABRIDGED MINUTES OF EXECUTIVE COUNCIL MEETINGS AND
BUSINESS SESSION OF THE ASSOCIATION

Executive Council, Wednesday, April 4, 2:00 p.m.

Present at one or more Executive Council meetings were President Shaver, Secretary Johnson, Miss Collins, Welsch, Baxter, Dickey, Townsend, Mrs. Lighthiser, Wetherby, Getchell, Villarreal, Perritt, Davis, Miss Draper, Held and Miss Kenner.

Various committee chairmen attended one or more sessions in order to present their reports. William Deam, University of Miami, reported on non-commercial exhibits. Shirley had arranged the commercial exhibits. Hale, as chairman of the Committee on Local Arrangements called special attention to several items on the program, and also reported on the ASHA Short course-Workshop schedule for Saturday. Held reported for the AETA Regional Committee on the Theatre Workshop also planned for Saturday and for the Committee on Convention Proceedings, stating that plans were being made to cover and report all phases of the Convention.

Mrs. Annabel Haggod reported for the Committee on Convention Invitations. She named a number of cities and groups from whom invitations for the 1953 convention had been received. In the discussion which followed, it was pointed out that certain minimum requirements for the convention site had to be met and that among these were: (1) a good convention hotel with at least three meeting rooms; (2) adequate rooms for the debate tournament which required approximately 40 rooms in which to schedule debates and other contests; and (3) a strong local committee. The desirability of meeting in various parts of the South was also emphasized. Davis moved and Held seconded that the Council recommend to the Association that the 1953 convention be held in the Piedmont area and that in 1954 in East Texas. Adopted. Mrs. Hagood moved that the Executive Secretary and Committee on Convention Invitations investigate specific convention cities for these years and make a recommendation to the Council. Dickey seconded, and the motion was adopted. It was

agreed that Asheville, Columbia, Durham, Greenville and Spartanburg should be investigated for 1953, while Dallas was first choice for 1954.

Johnson reported that a sub-committee composed of Glenn Capp, Chairman; Wasson, Dickey, Johnson and Baxter, recommended to the Council the nomination of Delwin Dusenbury, of the University of Florida, as Executive Secretary-elect. Collins moved, Wetherby seconded to accept the recommendation. Adopted.

Miss Collins gave her report as First Vice-President and outlined her work during the year in trying to increase membership. Chairmen had been appointed in each state and forms were distributed at state meetings. She presented a small expense account which was paid.

Dickey gave his final report as Editor. He stated he had tried to give the JOURNAL a regional flavor, that the May issue had gone to press, and that he was turning over to the new editor about 10 or 12 articles. Townsend requested members of the Council to assist him in finding good articles and mentioned steps he had taken to secure Convention papers for consideration. The question of a typewriter for the Editor was discussed, but action was postponed until a later Council meeting.

Johnson distributed copies of his report as Executive Secretary. Discussion and action were postponed until evening session.

Executive Council, Wednesday, April 4, 10:00 p.m.:

Getchell, Chairman of the Finance Committee, presented the following report:

The Finance Committee has examined the following three documents:

1. The Financial Report submitted by T. Earle Johnson, Executive Secretary.
2. The proposed budget for the fiscal year ending 31 March 1952.
3. The Auditor's report made by Harold A. Helms.

This Committee goes on record as recommending the acceptance of all three documents, with the suggestion that the Auditor's comments on examination as set forth in his report be followed in future accounting.

Finally, this Committee highly commends the work of the Executive Secretary.

Getchell moved the adoption of the Finance Committee report.

The report was adopted.

Welsch moved that the Council authorize the purchase of a typewriter for the Editor and a steel visible index card file for membership records for the Executive Secretary, tentatively authorized last year, but not purchased. Motion seconded. It was pointed out that both purchases would be made from the reserve fund of the Association. Motion adopted.

The recommendation of the Executive Secretary that a cumulative index of the Journal be published was referred to a special committee appointed by the chair for study. Final authority for publication was given to the Finance Committee. The President appointed Johnson, Dickey, and Townsend to the committee and authorized them to name an editor if the project is approved by the Finance Committee.

Welsch gave his report as Second Vice-President. He had carried on a project of trying to secure the publication of articles on speech in state education association journals. Sixteen articles had been written and eight others promised. Several articles had been accepted for publication, and the others are presumably being considered by editors.

Welsch also pointed out the need for the association to work with state departments of education and colleges of education, especially in the matter of evaluation and guidance programs now being conducted in public schools.

Third Vice-President Baxter gave his report on the Debate Tournament. The Tournament Committee had consisted of Dallas Dickey and Franklin Shirley. Elton Abernathy had been appointed Director of the Congress. Fourteen high schools and twenty-one colleges had entered fifty debate teams and 188 persons in individual contests. Competitive aspects of the tournament had been reduced through the use of a rating system. Five debate teams, four colleges, and one high school had been declared superior. One or more superior ratings had been given in the other contests. Other experimental aspects included two rounds of direct clash debating.

Baxter reported that Tournament receipts totaled \$245.25 and expenses totaled \$88.18. The Tournament Committee favored continuing the tournament as an experimental one and suggested that the policy of having an official tournament committee be continued. The report was accepted.

Johnson proposed a plan for the revision of our present committee structure with the formation of standing committees and presented the following resolutions:

That the S.S.A. establish a system of standing committees, each of which shall, within its sphere of interest and designated scope, function throughout the year to promote the objectives of the Association;

That members of these committees shall be appointed for a term of three years, with staggered terms and may be reappointed;

That a committee of committees, consisting of the elected officers of the Association and the immediate past president, shall make committee appointments at each convention and review committee assignments in the Fall, filling vacancies if needed;

That these committees shall fall within the general structure of Advisory Committees (e.g. Finance, Time and Place, etc.); Service Committee (e.g. at levels such as Elementary, Secondary, and College, or subject matter) and Project Committees (e.g. Regional A.E.T.A., Regional A.S.H.A., etc.).

Johnson moved that the resolutions be approved by the Council and recommended to the Association for adoption. Dickey seconded. The motion was discussed and adopted unanimously.

Mrs. Hagood presented the request from the Southern Region of the American Forensic Association for affiliation with the Association. (The question had been postponed from last year.) After considerable discussion, Johnson presented the following motion:

That the Southern Speech Association commends the Southern Region of the American Forensic Association for its general objectives and the manner in which it has attempted to carry them out; that the group be invited to sponsor a sectional program on forensics at the annual convention; and that the group be invited to nominate to the S.S.A. Council a project committee of three members with staggered terms of three years (similar in form and organization to the A.E.T.A. and A.S.H.A. Workshop committees) to propose and to sponsor, if approved, a forensic workshop, clinic, or other project.

The motion was seconded by Baxter, discussed, and approved for recommendation to the Association.

S.S.A. Business Session, Thursday, April 5, 1:30 p.m.:

Abernathy gave final registration for the Congress. In the House were 60 students from 13 high schools, while the Senate was composed of 68 students from 17 colleges and universities. Fees totaled \$98 and all expenses had been paid by the Tournament Director.

Baxter summarized his report on the tournament (See Council proceedings above for full report.)

Constans presented the report of the Nominating Committee as follows:

President — Betty May Collins
First Vice-President — Batsell Barrett Baxter
Second Vice-President — Florence Pass
Third Vice-President — Frank B. Davis

There being no further nominations, Dickey moved and Weiss seconded that the slate be declared elected. The motion was adopted.

Johnson reported the nomination by the Council of Delwin Dusenbury as Executive Secretary-elect to take office at the next Convention. Weiss moved, Whiteside seconded that the nomination be confirmed and that Dr. Dusenbury be elected. The motion was adopted.

Johnson presented the recommendations of the Executive Council to provide the establishment of standing committees. The motions, as reported above, were adopted by the Association.

The recommendation of the Council concerning the Southern Region of the American Forensic Association was presented by the Executive Secretary and the motion, as stated in Council proceedings above, was adopted by the Association.

Ballots were distributed by the tellers (Gregg Phifer, Chairman, Ollie Backus, H. B. Todd) for the election of the Nominating Committee as provided in the Constitution.

S.S.A. Business Session, Friday, April 6, 1:30 p.m.:

Phifer, Chairman of the tellers, reported that the following Nominating Committee had been elected: Dallas Dickey, Chairman; Charles M. Getchell; T. Earle Johnson; Claude Shaver; and Edna West.

Mrs. Hagood, acting Chairman of Committee on Convention Invitations, presented the recommendation that the 1953 convention be held in the Piedmont area and the 1954 convention in East Texas,

with the specific convention city for each year to be selected by the Executive Council by a mail ballot upon investigation and recommendation by the Executive Secretary and Committee on Time and Place. Mrs. Hagood moved the adoption of the report. Baxter seconded and the report was adopted.

Johnson reported that satisfactory arrangements had been made to hold the 1952 Convention in Jackson, Mississippi, in the Heidelberg Hotel, beginning March 31.

Constans moved to hold the workshops on Saturday. Motion seconded by Weiss and adopted.

Johnson presented his report as Executive Secretary. Mimeographed copies were distributed and council recommendations were presented and explained. Villarreal moved, and Baxter seconded, that the report be accepted and the Council recommendations be adopted. The motion was adopted unanimously. (See Council proceedings above for recommendations.)

Executive Council Meeting, Friday, April 6, 11:00 p.m.:

Miss Calhoun gave a report of Honor Societies at the Convention.

Erney, Chairman of the Resolutions Committee, presented the following resolutions:

The membership of the Southern Speech Association wishes to express its deep appreciation to the faculty of the Department of Speech of the University of Florida and to the administrative officers of the University of Florida for their labor and hospitality in acting as hosts for the 1951 Convention of the Southern Speech Association.

The membership of the Southern Speech Association wishes to express its appreciation to the Florida Union for extending its facilities to the Southern Speech Association for the conduct of its forensic activities.

The report was approved and the resolutions were adopted.

President Shaver announced he had appointed a special committee to prepare a suitable memorial statement regarding the untimely death of Frederick W. Plette, a former sustaining member of the Association.

The Executive Council elected the following to fill expiring memberships:

Advisory Board — Jesse J. Villarreal
Finance Committee — McDonald Held
A.E.T.A. Workshop — Charles M. Getchell
A.S.H.A. Workshop — Stanley Ainsworth

President Shaver presented a request from the Southern Region of the American Forensic Association to schedule a Workshop in Forensics at the 1952 Southern Speech Convention to be conducted by a committee composed of Waldo Braden (Chairman), Franklin Shirley, and Paul Brandes. Villarreal moved to approve the request. Mrs. Lighthiser seconded and the motion was adopted.

The Committee structure was discussed. Shaver pointed out that the Advisory Board, the Finance Committee, and the three Workshop committees (A.E.T.A., A.S.H. A. and S.R.A.F.A.) were set up as standing committees. He recommended that the Committee on Time and Place, and the Committee on Convention Proceedings be added to this list with the latter authorized to appoint as many additional convention reporters as may be needed. The recommendation was approved.

Welsch suggested that there might be several committees in the fields of elementary and secondary education. These include curriculum study, evaluation programs, teaching standards, and teaching aids. After considerable discussion, Villarreal moved to authorize the appointment of a special committee to study standards and evaluations and to make appropriate recommendations to the Council. Seconded by Miss Draper and adopted.

Welsch moved that the President be empowered to require reports of progress from the special committee. Motion seconded and adopted.

Miss Collins raised the question of term of office of state representatives on the Executive Council. Davis moved term of office of all council members, including state representatives, expire at the end of the Convention.

Mrs. Davison raised the question of creating more interest in the Association by speech therapists. It was agreed that more sectional programs during the convention would be one way of creating interest. The problem was referred to the A.S.H.A. Regional Committee.

Shaver thanked the members of the council for their help during the year and expressed appreciation for the opportunity of working with the Association.

The final item of business was the installation of the new officers. Miss Betty May Collins assumed the chair as President and was given a resounding tribute. She thanked the Council in the name of the Association for its confidence and spoke briefly of her plans for the year.

The Executive Council adjourned sine die at 12:45 a.m.

T. Earle Johnson
Executive Secretary

MEMBERSHIP ATTENDANCE BY STATES SSA CONVENTION, 1951

		Students
Alabama	25	1
Connecticut	1	
Florida	82	27
Georgia	16	
Illinois	1	
Kentucky	4	
Louisiana	20	2
Mississippi	14	5
Missouri	1	
Ohio	2	
North Carolina	4	
South Carolina	2	
Tennessee	11	
Texas	7	
Virginia	1	
West Virginia	1	
	<hr/> 192	<hr/> 35 — 227

THE SOUTHERN SPEECH ASSOCIATION Proposed Budget *For the Fiscal Year Ending* March 31, 1952

Income:

Convention.	
Registration	150.00
Exhibits	50.00
Tournament	350.00
Memberships.	
Sustaining	600.00
Regular	700.00
Student	50.00
Journal.	
Advertising	600.00
Sale of Back Issues	60.00
Library Subscriptions	150.00
Grant from Florida	700.00
Miscellaneous.	
Interest	2.50

Total Income \$3,412.50

Expenditures:

Journal, Printing & Distribution:

4 issues @ 650.00.....2,600.00

Convention.

Programs, etc. 85.00

Badges 50.00

Miscellaneous 30.00

Tournament 120.00

Officers & Committees.

Workshops 100.00

Postage & Supplies 300.00

Printing 60.00

Emergency Reserve 67.50

Total Expenditures \$3,412.50

Submitted to the Southern Speech Association, April 6, 1951.

SOUTHERN SPEECH ASSOCIATION

Statement of Condition

As of March 31, 1951

ASSETS:

Bond, First Federal Loan and Savings

Association, Tuscaloosa,

Alabama 100.00

Cash, Reconciled Balance, City National

Bank, Tuscaloosa, Alabama .. 998.23

Accounts Receivable, Sales 25.48

Accounts Receivable, Advertising:

May, 1950 4.00

September, 1950 8.00

December, 1950 24.00

March, 1951 179.00 240.48

Total Assets. \$1,338.71

Summary for Cash Receipts and Disbursements

For the Period April 1, 1950 through March 31, 1951

RECEIPTS:

Memberships:

Sustaining 662.50

Regular 621.25

Students 33.00

Libraries 159.80

Dues for other Organizations 5.50

Total Memberships 1,482.05

Grant, University of Florida 700.00

Interest on Bond	2.50	
Sale of Back Issues	52.51	
Advertising in Journal:		
September, 1949	8.00	
December, 1949	67.00	
March, 1950	222.00	
May, 1950	143.00	
September, 1950	154.00	
December, 1950	128.00	
Total Advertising		722.00
1950 Convention Income:		
Convention Fees	156.50	
SAA Dues	16.00	
AETA Dues	24.00	
Tournament Income	342.00	
Exhibits	50.00	
Transportation	18.75	
Refund by AETA Committee	18.10	
Sale of Badges	4.12	629.47
Total Receipts		<u>\$3,588.53</u>
Balance in Bank, April 1, 1950		<u>1,058.73</u>
		<u>\$4,647.26</u>

DISBURSEMENTS:

Printing of Journal:

May, 1950	650.91
September, 1950	875.33
December, 1950	565.63
March, 1951	565.27

	2,657.14
Postage	259.26
Printing	135.81
Mimeographing	10.35
Secretarial Help	6.00
Supplies	4.84
S.S. Journals Purchased	4.00
Dues paid to other organizations	5.50
1950 Convention Expenses:	
Badges	48.62
Painting Signs	10.50
ASHA Workshop	22.05
Room Expense	10.50

Financial Statement

81

Meeting Rooms	110.00	
Tournament Expenses	120.09	
Comp. Banquet Tickets	6.00	
Misc. Cash Expense	6.65	
Registration Expense	12.00	
SAA Dues forwarded	16.00	
AETA Dues forwarded	24.00	
Programs	90.00	
Mimeographing	15.75	
Transportation	32.66	
Flowers	10.20	
President's Expense	31.11	
Total Convention Expenses	566.13	
		<hr/>
Total Disbursements		\$3,649.03
Balance in Bank		998.23
		<hr/>
		\$4,647.26
		<hr/>

I certify that this statement is true and accurate to the best of my knowledge.

T. Earle Johnson
Executive Secretary

88.53

58.73

47.26

BOOK REVIEWS

TELEVISION AND OUR CHILDREN. By Robert Lewis Shayon. New York: Longmans, Green, & Co., 1950; pp. 94; \$1.50.

Mr. Shayon's little book is as simple in expression as its title and is just as significant of this powderkeg of broadcasting. With a few slight changes it could just as well be titled "Radio and Our Children," because the problems and challenges in this slim volume are equally applicable to radio as to TV.

Skillfully, without disclaiming any of the known faults of mass media, the author brings into clear focus the fact that excessive TV watching by children is not casual as far as society is concerned but rather symptomatic of the times. Using the authority of numerous outstanding psychiatrists, Mr. Shayon states that it is not the children or even TV which must be "cured" first, but rather the adults. Children, he says, look for participation in the world in which they are growing up. They are constantly being rejected, excluded from the family circle, because the lives of parents, less and less, include the lives of their children. Because of the rejection the children turn, to greater or lesser degree, to the next best thing — television.

The author goes on to suggest methods which have been used to combat this problem. At least one or two have been eminently successful, and it is significant to note that the adjustment was made not in the broadcasting stations, by the FCC, or by the advertisers using the mass media. It was made in individual homes.

Television and Our Children is something that can be read easily, quickly by anyone, be it harried housewife or busy broadcaster. It succeeds in its avowed intention of bringing mutual understanding between organized listener groups, individuals, parents, broadcasters. Its gentle honesty will cause every reader a twinge of conscience now and then — perhaps parents more than any. But that same honesty is refreshing, and the challenge Mr. Shayon offers is one that cannot be written off as a casual daydream.

GENE PLUMSTEAD

University of Alabama

MOVIES FOR TV. By John H. Battison. New York: MacMillan Company, 1950; pp. xv + 376; \$4.25.

The author states that this book is written for the student, the ad man or station man expecting to enter television, the intelligent and curious reader, or the prospective sponsor who would like to know what to expect from television. The book does have something for all those people, provided they are interested principally in the technical aspects of television.

There are two principal sections of *Movies for TV*: the first part, dealing with technical background, takes up two-thirds of the book and is called "Fundamentals." The second part is called "The Program Angle."

"Fundamentals" contains a rather thorough exposition on principles of

movies and television, equipment, lighting, color, editing, titles and effects, and some practical suggestions beneficial to both the film and TV director on the actual shooting of a part of a show. This section seems to be written with a substantial background of technical knowledge. The discussion of equipment is thorough and adequate for the layman. This is the strongest part of the book, although uses for it as a text would seem to be limited to the few schools which have enough motion picture equipment of adequate quality to use in TV workshop-type courses.

"The Program Angle" contains chapters on choosing the finished film product for TV showing, uses of films, newsreels, the place of film for commercials with a particularly good chapter on making film commercials, kinescope possibilities, scenery and props, comparison between studio and location shooting, and a final short chapter on copyrights. In addition to the strong chapter on commercials, another strong point of this second part is the consideration of the many details which make TV production a complicated and expensive business; details which are too often overlooked until they cause unnecessary difficulties. However, despite these good features, the section is somewhat disappointing. There are some important phases of TV production left untouched or glossed over, meanwhile details of other phases are developed—newsreels for example—to a degree which seems unjustified. Most television stations will likely not have the finances available for developing their own local newsreel shows.

A substantial glossary of film-TV terms is included in the first chapter of the book. Judicious choice of a few diagrams and an adequate number of pictures of equipment aid in understanding the text. There is no bibliography, probably because most of the information came from the author's experience.

General educational use of *Movies for TV* is limited. Only the few schools whose TV courses are based principally on the film approach and whose movie equipment is rather extensive would find it practical as a text. It would have a wider range of use as a reference book for instructors who need a background knowledge of film in television. For that purpose, the first section on technical aspects is probably as good (and comprehensible) as anything available; the second section on program aspects could be more comprehensive.

Movies for TV is easy to read, the technical details are explained so that the layman can easily comprehend them, and Battison often injects a light touch of humor which brightens the book.

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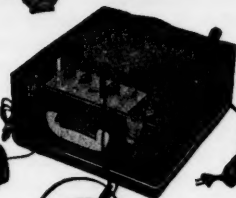
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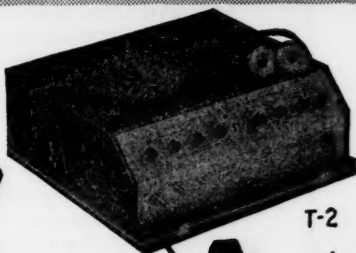
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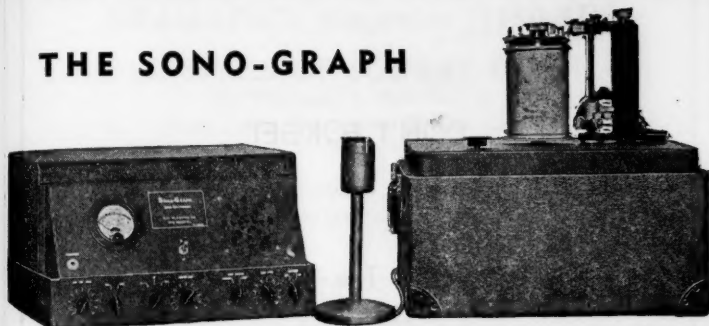
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